DOCUMENT RESUME

ED 391 713 SO 025 770

AUTHOR	Jarvis, Heather
TITLE	We Are What We Eat! But Who Controls Our Choice? An Active Learning Project on Food & Nutrition with Activities for Key Stages 1, 2, 3, and 4.
INSTITUTION	United Nations Children's Fund, London (England).
REPORT NO	ISBN-1-871440-00-9
PUB DATE	92
NOTE	103p.; Some photographs may not copy well.
AVAILABLE FROM	UNICEF-UK, 55 Lincoln's Inn Fields, London WC2A 3NB, England, United Kingdom (7.50 British pounds).
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Child Health; *Eating Habits; Elementary Secondary Education; *Food; Foreign Countries; *Health; *Hunger; International Trade; *Marketing; *Nutrition; Nutrition Instruction; Physical Health; Social Studies; Supply and Demand

ABSTRACT

This activity book is designed to create awareness about all the issues attached to food supply and a healthy diet with factual information. Materials are provided for teachers to teach children about food in its entirety. The nine units include: (1) "Starting Activities: Sorting Foods and Factors Which Control Our Diet"; (2) "Food Likes and Dislikes--the Senses"; (3) "Surveys on Food and Meal Choices"; (4) "Social and Cultural Factors Affecting Food Choice, Food Fashions and Advertising"; (5) "Information Input on Healthy Eating Habits, Application of Information to Pupil Diet. Three United Kingdom (UK) Family Case Studies."; (6) "Growing Food. An Overview Case Study--Sudan"; (7) "Interdependence, Multi-National Companies, Distribution and Preservation of Food--Overseas Case Study: Negros, The Philippines"; (8) "Food, Diet and Money. UK Case Studies--Irish Potato Famine, 1847."; and (9) "War and Food Supply--Food Rationing in the UK in WW2." Teacher's notes are at the beginning of each unit with worksheets for each unit. (EH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 391 713

WE ARE WHAT WE EAT

but

WHO CONTROLS OUR CHOICE?

AN ACTIVE LEARNING PROJECT ON FOOD & NUTRITION

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

H.R. JARVIS

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

BEST COPY AVAILABLE

Acknowledgements

I would particularly like to thank the following: Chris Bunting, Izzy Cole-Hamilton, Liz Gerschel, Anne Heughan, Beth Kolehmainen, Tim Lobstein, Julia Monaghan, Sheila Turner and Roy Williams for their comments and suggestions.
Also the following schools who trialed the material;

Abbey Primary School, Leicester
Bushmills Primary, N.I.
Campie Primary School, Musselburgh.
Clytha Primary School,
Cardiff Paragon Hill School, London, NW3
St. Joseph's R.C, London WC2
St. Katherine's, C of E, Canvey Island,
Shacklewell Primary, E9.
Fernhill Comprehensive, Hants.
Holloway Boys School, London N1
Richard Aldworth School, Hants.
St.Gregory's R.C. Cheshire.

Illustrations:
Unit F2: Ade Alokolaro
Unit H: Elaine McGregor Turney
Unit 12 by Grant Rogers.
Other illustrations were done by Tina Harris.

The National Registration form (RG 28/251) reproduced in Unit I is a copy of the original held at the Public Record Office and is reproduced by permission of Her Majesty's Stationery Office.

Information for Unit E was provided by the Coronary Prevention Unit, 102 Gloucester Place, London W1H 3DA.
Information for H7 was taken from the National Children's Home (NCH) Poverty and Nutrition Survey 1991. NCH, 85 Highbury Park, London N5 1UD.
Information for H8 and H9 was taken from 'Excluding Youth', a report by the Edinburgh Centre for Social Research into the situation of under 25's living alone, and the Bridges Project.

Written and designed by Heather Jarvis, Education Officer, UNICEF-UK.

© UNICEF-UK
First edition 1988
Second edition 1992
Pupil sheets may be reproduced freely.
Other pages may only be reproduced with written permission.
ISBN 1 871440 00 9

WE ARE WHAT WE EAT

Contents

Introduction: About this project (iii)

Forward Planning (iv)

Each Unit consists of Teacher's Notes and accompanying Pupil Sheets.

Unit A - Starting activities: sorting foods, factors which control our diet. 1

Unit B - Food likes and dislikes - the Senses. 4

Unit C - Surveys on food and meal choices. 9

Unit D - Social and cultural factors affecting food choice.
Food fashions and advertising. 12

Unit E - Information input on healthy eating habits, application of information to pupil diet. Three UK family case studies.
Suggestions for nutrition related games and drama. 19

Unit F - Growing food.Overseas case study - Sudan. 34
(This Unit establishes the basis for Unit H.)

Unit G - Interdependence, multi-national companies, distribution and preservation of food.
Overseas case study - Negros, The Philippines. 45

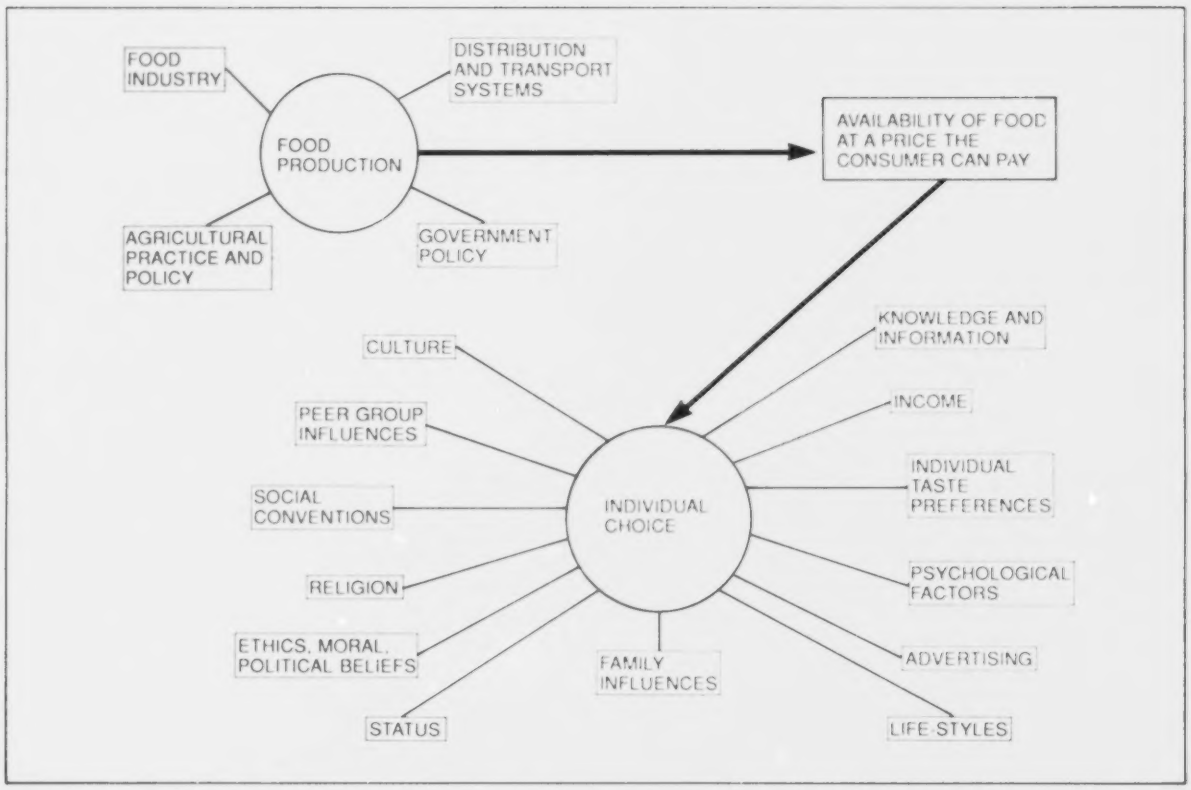
Unit H - Food, diet and money.
UK case studies - Irish potato famine,1847,
families and young single people on income support, 1991. 60

Unit I - War and food supply - food rationing in the UK in WW2.
How UNICEF began in 1946.
Overseas case study - Lebanon. 75

- Resources 92

How Units in this project fit into the National Curriculum inside back cover

"UNICEF – Caring for children everywhere"



from 'Nutrition Guidelines' by ILEA, published by Heinemann Education Books

"UNICEF – Caring for children everywhere"

WE ARE WHAT WE EAT - but who controls our choice

About this project

UNICEF-UK is happy to present this second edition of 'We Are What We Eat - but who controls our choice'. A sell-out of the first edition has given us the opportunity to up-date the information and case-studies and also to assist teachers by showing how the project helps them fulfil National Curriculum Attainment Targets.

The purpose of this project is as much one of awareness-raising about all the issues attached to food supply and a healthy diet, as the teaching of factual information, and this is reflected in the sub-title: who controls our choice. When anyone's eating habits are analysed it can be seen that all sorts of factors help determine their daily choice of food. Factors like personal likes and dislikes, religious, cultural and moral choices, what food is available and how much money is available to buy food. A distressing fact to emerge in several reports which appeared in 1990-91 is that approximately 5 million people in the UK are not eating a sufficiently nutritious diet every day because of lack of money.

UNICEF, The United Nations Children's Fund, is known for its work in developing countries, where it works to improve the health of children, including improving their daily diet. In these countries, extreme poverty and lack of government subsidies mean millions of children are malnourished, i.e. not eating a sufficiently balanced diet for full health and development. Why then are there also malnourished children in the UK, one of the wealthiest countries in the world? This project looks at the reasons for malnourishment both in the UK and overseas.

This project aims to show that children in developing countries are not starving or malnourished purely because of environmental factors, which frequent 'famines' in drought-stricken countries can often lead us to believe. People anywhere in the world can go hungry when they lose their access to food, for whatever reason. It can be because of diminished purchasing power, it can be because of breakdowns in the normal food distribution system. Adverse environmental conditions often trigger or exacerbate a food shortage, but are not usually the sole cause of people starving. The project hopes to show that our own range of choice, that we take so much for granted, is based on a structure which could also break down under certain conditions.

The project was originally designed to be used as a whole, and there is a definite development of concepts and issues through the Units. It is understood that few teachers will be able to use the whole project, because of age level, subject and time constraints. However, it is hoped that teachers will try to find the time to see how the parts they are using fit into the whole and, especially, ensure that by selecting activities that meet their immediate needs they are not in fact failing to provide their pupils with all the information they need to complete the activity successfully.

The project moves from a personal look at food: Units A-E, to a wider, global view in Units F-I. The aims of each Unit are given at the beginning of the Teacher's Notes for each Unit. The table of Attainment Targets on the inside back cover gives a quick guide as to where each Unit fits into the National Curriculum.

Heather Jarvis
Education Officer
January 1992

"UNICEF – Caring for children everywhere"

TEACHER'S NOTES

Forward Planning

Before starting this project it is advisable to make a collection of:

a) food packagings and labels;
b) advertisements for food, particularly those aimed at children;
c) nutritional advice leaflets from organisations like the Coronary Prevention Unit;

and contact the Community Dietician through your health centre.

Some of the Units need some forward planning in addition to the photocopying of relevant pupil sheets, notification is given below:

* Unit B needs a collection of fresh foods for classroom activities on the senses - suggestions for foods are given.

* Unit D is based on students keeping a record of what they eat for two or three days - a homework activity.
  Unit D also requires food advertisements - a good selection can be found in: Living, Family Circle and magazines found by the checkout in supermarkets. (Supermarkets also have free leaflets about food.)
  If a video recording could be made of some food advertising on TV this would be a lively way of introducing the part of this Unit on advertising.

* Unit E could be augmented by leaflets about food values etc. from supermarkets, and organisations concerned with nurtrition education. There are several different ways of presenting this information. The method used in the project has been selected as being the simplest and clearest, and has been approved by nutrition educators, so be careful not to introduce material that is likely to confuse students.

* Unit F suggests seeds are grown in the classroom so you might like to start this activity earlier in the project.
  Unit F also suggests a visit and/or a visiting speaker which will need to be arranged in advance.

* Unit G suggests either a visit to a local greengrocer, street market or supermarket, or that you bring in a wide range of fruit, vegetables and processed food in cans and packets which have indications on the labels of the country of origin of the main ingredient(s).

* Unit H suggests that pupils compare the prices charged on a range of foods in three shops in your area. This can be a homework activity or you might prefer to send children out in small groups during class time.

* Unit I - you might like to contact an OAP and/or a farmer to come and speak to the class about food rationing in WW2. (Your local National Farmers Union office may be able to help you locate an appropriate farmer.)

WHAT IS UNICEF?

This video, especially made for use with children up to the age of 12, is available for purchase (£12.95) or free short-term loan.

There is a section on healthy eating which you may like to use.

Other sections are on clean water, health care, children's rights, children and conflict and the origins of UNICEF.

Available from UNICEF-UK

"UNICEF – Caring for children everywhere"

UNIT A

Suggested starting activities

The aim of this Unit is to introduce the subject of food and to start children thinking about the different forms food takes.

It should also prompt children to consider the purpose of food and introduces the question of how our food choices are made.

* Brainstorm on the word FOOD.
  Write the words pupils give you on the board or better still on a large piece of paper so it can be easily referred to or, for younger children, draw sketches. There should be a very wide range of foods and liquids, natural and processed, by the end of the exercise. Ensure that children realise that everything they eat and drink is food, including sweets.

* A1 - This sorting exercise may help some pupils clarify categories of food. The words produced by the BRAINSTORM can be written into the appropriate box - some words will go into two or more boxes. You may find it interesting to get children to tell their own methods of categorizing as a start to these sorting activities.

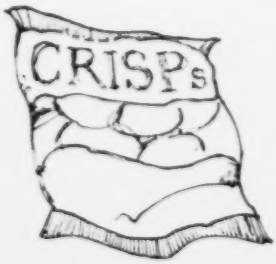
* A2 - Foods can be further sorted into those which are grown, those which come from animals, and those which are manufactured from a mixture of natural ingredients and artificial additives.

* Talk about why we need food. Some teachers may like to start with this point. The points which need to be made are: It keeps us alive and healthy and it helps young people grow.

* A3 - Talk about what factors the children think control their choice of food, and the food that is made available to them, i.e. in the home and at school. This is a 'warm up' for the work to come.
  Points which will probably be made are for:
  i) health, they like the foods, convenience, expense;
  ii) health, expense, caters for vegetarians and multi-cultural, multi-religious groups. Activities relating to school dinners are also a subject in Unit E;
  iii) this will give an indication of children's awareness of current messages about food, nutrition and health; how much attention is actually paid to it by the home, and how much they think of it themselves when they choose what to eat.

Sort foods into groups:	**A1**
solid	liquid
natural	processed i.e. foods which are not eaten in their completely natural state, e.g. beefburgers

Sort foods into groups:
Natural (grown)
Natural (from animals)
Processed i.e. largely made from dried products and chemical substances



9

(i) What kinds of food do you eat at home?
Why do you think you are given these foods?

(ii) What kind of food does school provide?
Why do you think it provides these foods?
What kind of food do you eat at school?

(iii) What do you think you should eat to be healthy?
Are these the same foods you eat at home and at school?

10

UNIT B

Food likes and dislikes - work on the senses

The aim of this Unit is to make children aware of the role their senses play in their choice and enjoyment of food.

* Group, pair or class talk about children's favourite foods and those they dislike most. Compile two lists on the board or a large piece of paper.

* Discuss why foods are liked or disliked. This discussion is the groundwork for an activity on the senses. Our reaction to foods is through our senses: its appearance, its smell, its texture - both in the hand and in the mouth, and its taste. Use of our sense of hearing may not come naturally into the discussion but foods are often sold on the basis of the sound they make: 'snap, crackle, pop' - Rice Crispies, and of course we make sounds when we bite into certain foods and when we are eating.

* B1 - is a form children could use to list the foods they like, dislike and have never tried.

* There are various ways of organising classroom activities which lead children to experience foods through their senses and one organisational method is suggested below. There is scope for a great deal of language work in connection with these activities and some suggestions are also given.

  On page 5 are lists of suggested foods for use in activities on each sense.

* ORGANISING A CLASSROOM ACTIVITY ON THE SENSES

  Organise foods in areas with each area 'staffed' by a small group of children, two or three. The rest of the class are blindfolded and led round the areas to test the foods. One of the 'staff' in each group records, either in writing or on tape, words and expressions children use to describe the foods as they experience them. A wall display combining pictures and vocabulary could be made.

* B2 can be used to record comments made at the tasting session.

* **SUGGESTIONS FOR RELATED LANGUAGE ACTIVITIES**

- Identification and labelling of all the foods present.

- Call attention to initial sounds, e.g. How many words or how many foods can you think of that begin with the same sound as the 'p' in pea?

- Vocabulary: SIGHT - shape, colour, texture, form; curved or straight, smooth or textured, does it grow singly or in bunches, inside and outside - pulp, pod, rind, glossy, dull, dark, liquid, fluffy, light, fresh, stale.

  TOUCH - texture, temperature, hard, soft, smooth, rough, sticky, crisp, grainy, waxy, prickly, slippery, weight.

  SMELL - sweet, sour, pungent, (other languages have far more words for smell and taste which you could utilise in a multicultural class).

  TASTE - salty, sweet, sour, bitter, bland, burnt, crisp, delicious, pungent, strong, sharp, mild, spicy, peppery, hot, cool, freezing.

- B3 is a pupil activity sheet, WHAT AM I?

POSSIBLE FOODS TO INCLUDE IN SENSES ACTIVITIES

TEXTURE
(both in the hand and in the mouth)

apple
aubergine
berries
bread
carrot
cauliflower
crisps
cucumber
dates
ice-cream/lolly
kiwi fruit
nuts
orange
peach
tomato
yogurt

TASTE

chocolate
coconut
mango
orange
pineapple
strawberries

lemon
vinegar

brussel sprout
cucumber
herbs
onion
pepper
salt
spices
watercress

APPEARANCE

fruits
semolina
spaghetti

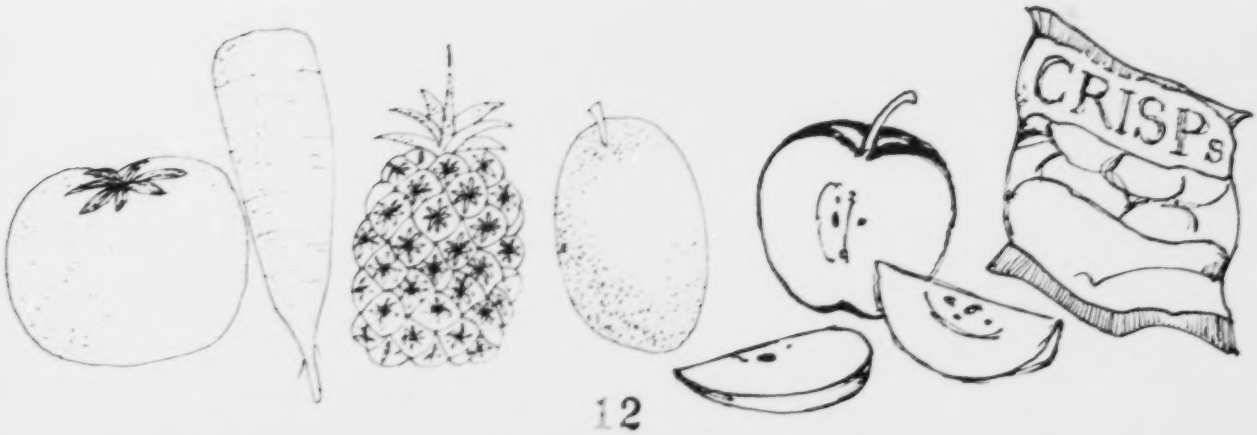
also for colours:
aubergine
avocados
broccoli
brussel sprout
celery
kiwi fruit
mustard and cress
peas in pod
pepper
pineapple
watercress

HEARING

crisp apples
slurping and sucking ice poles, juicy fruit
crunching cereals and crisps

SMELL

bread
cheeses
crisps
curry
garlic
herbs

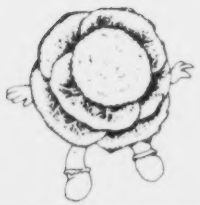


NAME ..... AGE ..... CLASS .....

Foods I like	Foods I don't like	Foods I've never tried

13

FOOD	It looks...	It feels...	It smells...	It tastes...



14

15

What am I?

Write the answer for 1 and 2, and the question for 3, 4 and 5, then draw a picture.

1. I am round, I am sweet, I am juicy. What am I?

   ANSWER:

2. I am curved, I am yellow, I have skin. What am I?

   ANSWER:

3. I am

   ANSWER: An apple

4. I am

   ANSWER: A potato

5. I am

   ANSWER: An egg

16

UNIT C

Surveys

The aim of this Unit is to collect more information about what children are actually eating. In addition the language and organisational skills required to collect and present the required information is a valuable skill to develop.

* Surveys could be carried out on quite a wide range of food areas:

  - popular and unpopular foods
  - what children eat for breakfast, lunch, or dinner
  - snack and fast food favourites

There is a lot of scope for teachers and pupils who want a thorough breakdown of children's eating habits, and to compare the food preferences of children of different ages e.g. 7 year olds and 11 year olds.

* C1 and C2 are sample questionnaire forms for photocopying.

* A survey form, E10, for the choices pupils make from the school canteen service is included in Unit E, after there has been an input of factual information about what does and does not constitute a healthy diet.

* Younger children could conduct a survey within the class, either conducted and recorded by the teacher, or with children making visual representations of kinds of foods and sticking them on an enlarged form.

Results of the surveys could be recorded as graphs, bar charts, and/or written reports.

* Some teachers might like to go on to the next unit whilst the survey work is still in progress.

GRISELDA

Griselda is greedy, I'm sorry to say
She isn't contented with four meals a day,
Like breakfast and dinner and supper and tea
(I've had to put tea after supper, you see,
Why don't you?)
Griselda is greedy as greedy can be.

She snoops about the larder
for sundry small supplies.
She breaks the curly bits
Off rims of apple pies,
She pokes the roast potato dish
When Sunday dinner's done,
And if there are two left in it
Griselda snatches one;
Cold chicken and cold cauliflower
she pulls in little chunks
And when Cook calls,
"What are you doing there?"
Griselda bunks.

Griselda is greedy. Well, that's how she feels,
She simply can't help eating in between meals,
And always forgets what it's leading to, though
The Doctor has frequently told her, "You know,
Why, don't you?"
When the stomach ache starts and Griselda says:
"Oh !"

She slips down to the dining room
When everyone's in bed,
For cheese rind on the supper tray,
And buttered crusts of bread.
A biscuit from the biscuit box,
Lump sugar from the bowl,
A gherkin from the pickle jar,
Are all Griselda's toll;
She tastes the salted almonds,
And she tries the candied fruits,
And when Dad shouts:
"Who is it down below?"
Griselda scoots.

Griselda is greedy. Her relatives scold,
And tell her how sorry she'll be when she's old,
She will lose her complexion, She's sure to grow fat,
She will spoil her inside - does she know what she's at?
(Why do they?)
Some people are greedy, I leave it at that.

Eleanor Farjeon

17

NAME:	DATE:
SCHOOL:	CLASS:

BREAKFAST SURVEY

What do you eat for breakfast?

FOOD	WHAT TYPE/BRAND	NUMBER WHO EAT IT
Bread (including toast)	Brown sliced Hovis Pitta White sliced Wholemeal	
Milk	Condensed Evaporated Powdered Semi-skimmed Skimmed Whole cream	
Cereal	Branflakes Coco-Pops Cornflakes Muesli Porridge Readybrek Rice Krispies Shredded Wheat/Cubs Sugar Coated Frosties etc.	
Spreads	Jam Marmalade Marmite Peanut Butter	
Drinks	Coffee Fizzy Drink Fresh Orange Tea	

18

Number of children who took part in the survey .....

NAME:	DATE:
SCHOOL:	CLASS:
..... **SURVEY**	

What do you eat for .....?

FOOD	WHAT TYPE/BRAND	NUMBER WHO EAT IT

Number of children who took part in the survey 19 .....

UNIT D

Social and cultural factors which affect food choices, food fashions and advertising.

The aim of this Unit is to go further into how food choices can be dictated and determined by social and cultural factors which may often be exerting a stronger influence than we are aware of.

* The Units which involve children examining their own diets and eating habits are intended to be in no way judgemental. Information will emerge, the implications of which should be clear to pupils themselves, even if they have attempted to 'mask' their dietary habits. In a matter of diet it is only possible to inform, after that it is up to the individual whether or not any changes should , and will, be made in their diet.

* D1 - to get some information about pupil's eating habits it is suggested that they fill in the chart for two or three days, preferably including a Saturday or Sunday.

* Younger children could compile a more general class chart, or do a drawing/painting of what they ate yesterday. These could be put round the room and children could talk about what they usually eat, when, where and with whom.

* D2 - Analysis of D1 charts. In pairs, or small groups, children could discuss their charts and draw their own conclusions on D2.

* D3 - Reasons why we avoid certain foods. How many were they already aware of? How many of the statements are true for children in the class? The empty balloon is for children to add any other food rule/taboo that they know of or which is personal to them.

* For younger children some of these statements could be made relevant through class discussion.

* D4 - Continue the discussion of food taboos by looking at reasons for holding them. These have been defined as being either on cultural/religious grounds, health grounds - things which are good or bad for you, and moral grounds - beliefs we hold regarding the place or method of food production.
  Pupils can then copy the statements of D3 into the relevant column of D4.

* The Unit continues by looking at the way our food choices can also be determined and manipulated by advertising.

* D5 is intended for group discussion, with groups not larger than five, with one appointed as secretary to take notes of the discussion and another as chair to make sure only one person speaks at a time and all get a chance to speak. The secretary and chair also participate in the discussion.

* For answers to the last question regarding current food fashions look for a range of answers which include; health foods, microwave foods, and exotic fruits e.g. kiwi fruit, foods promoted by a current pop star, band or fashion craze, snack foods and sweets which have been heavily promoted by advertising, which will lead into the next activity.

* D6 requires a selection of food adverts. A good selection is usually available in Living, Family Circle and the magazines usually found by the check-out in supermarkets.

  If a video recording could be made of food advertisements which appear on TV this would be a particularly lively way of starting this work.

* D6 can also be done as group discussion with pupils each keeping notes. Pupils could then each take an advert and, following the guidelines, write about the advert, its effect and how it achieves it.

Younger pupils could participate in this exercise, which is quite a crucial one, through class discussion of various advertisements of foods which are very much aimed at the younger age range.

NAME: AGE:

What I eat

Day	Time	Food	Where	Who with

NAME: AGE:

Summary of my eating habits

TIME:

The time(s) of day when I eat most is/are

The time(s) when I am hungriest is/are

TYPE OF FOOD:

The type(s) of food I like eating most is/are

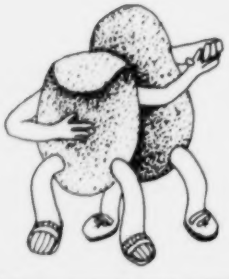
The type(s) of food I eat most of is/are

PLACE:

The place(s) I usually eat is/are

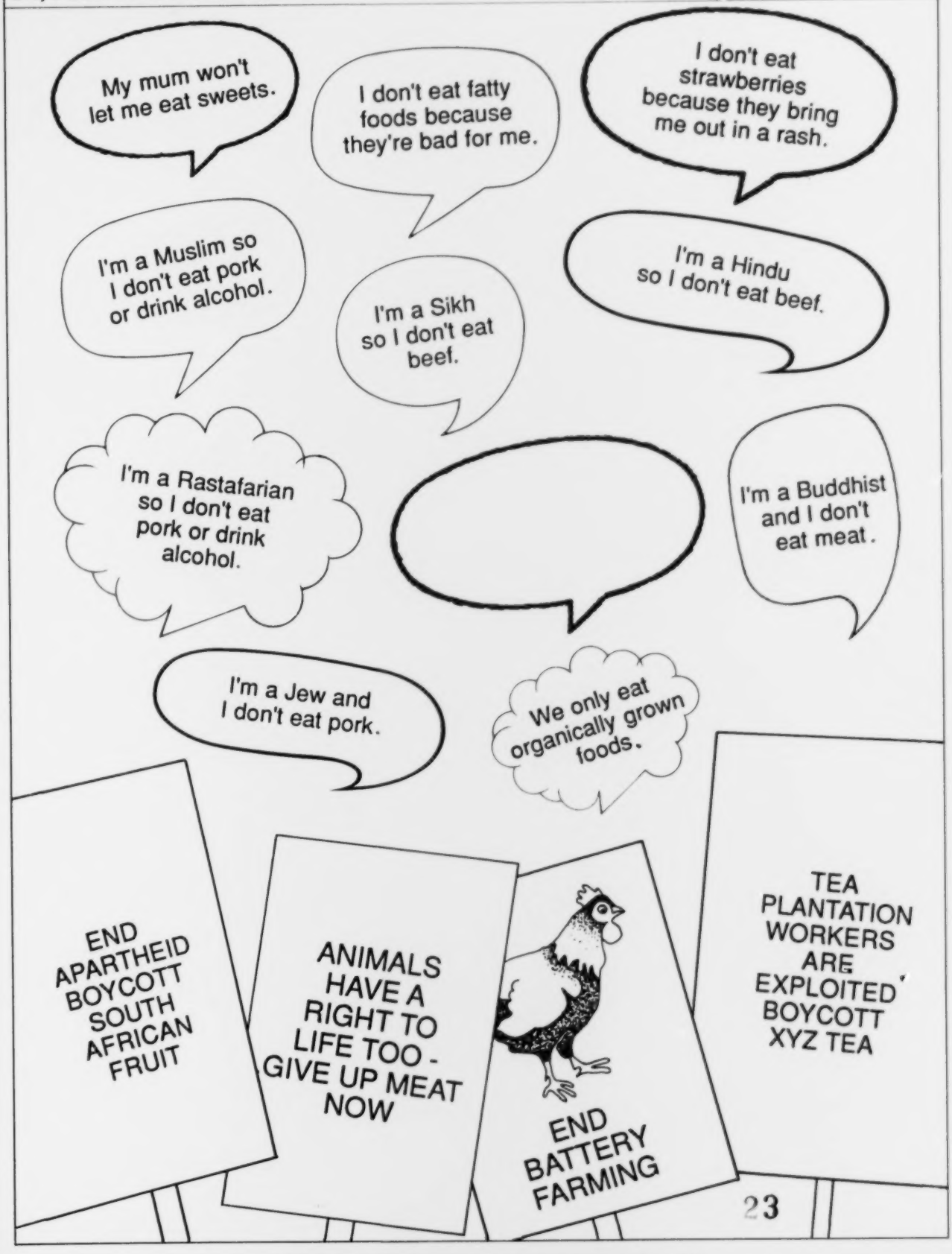
this is because

THE PEOPLE I EAT WITH MOST OFTEN ARE



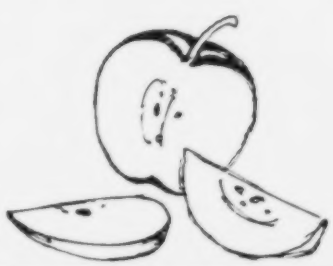
22

Oh, I don't eat that because . . .


My mum won't let me eat sweets.
I don't eat fatty foods because they're bad for me.
I don't eat strawberries because they bring me out in a rash.
I'm a Muslim so I don't eat pork or drink alcohol.
I'm a Sikh so I don't eat beef.
I'm a Hindu so I don't eat beef.
I'm a Rastafarian so I don't eat pork or drink alcohol.
I'm a Buddhist and I don't eat meat.
I'm a Jew and I don't eat pork.
We only eat organically grown foods.
END APARTHEID BOYCOTT SOUTH AFRICAN FRUIT
ANIMALS HAVE A RIGHT TO LIFE TOO - GIVE UP MEAT NOW
END BATTERY FARMING
TEA PLANTATION WORKERS ARE EXPLOITED BOYCOTT XYZ TEA
23

"UNICEF – Caring for children everywhere"

REASONS PEOPLE HAVE FOR HAVING FOOD TABOOS		
Read the 15 statements in D3 and then copy each one into the appropriate column.		
Cultural/Religious	**Health**	**Moral**



24

FOOD FASHIONS

Sometimes a new food is brought out which becomes an overnight success, like a new flavour of crisps or a new kind of fast food.

Sometimes we get ideas from other countries like eating muesli or drinking mineral water.

Sometimes nutritionalists become concerned about what goes into certain foods and warn us against them. Then people start to think about what they are eating and avoid certain foods or ingredients, like foods with a lot of fat or foods which contain artificial ingredients.

*** Have you changed your eating habits in the last year or two?**

*** Have you been influenced in your choices of food by:**

i) your friends?

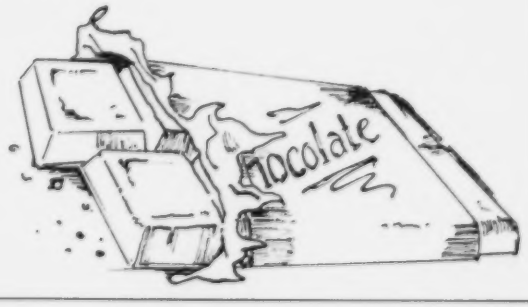
ii) concern for your health or appearance?

iii) advertising for certain products?

iv) things that you've learnt about food production i.e. moral choices?

Give examples:

*** What do you think are the current fashions in food?**



LOOKING AT FOOD ADVERTISEMENTS

You need to look at two or three food adverts for this activity.

Advertisers not only try to start food fashions, they also use the public's interest in the latest health messages in their adverts.

Use these guidelines to help you to discuss some food advertisements.

Looking at your food advert discuss:

The picture - what current food fashions are the advertisers of the product referring to?

- the way the product is shown; the lighting, its size.

- the background to the product.

- are there people in the advert?
  what ages are the people?
  if there are children, are they anything like you?

The words - look for the following words in food adverts: natural-brown-wholemeal-healthy, real-no artificial colourings/preservatives - do they appear in your adverts?

- why do advertisers use these words?

- who is the advert appealing to?

- when and where did you see it?
  who watches/reads that?

- does the advert work?
  would people be persuaded to buy the product?

Now design your own advertisement for a food product.
Remember it is important to decide who you want to buy your food - who is your target audience?

UNIT E

Putting across messages about healthy eating.

The aim of this Unit is to supply information regarding the proportion of different kinds of foods which should be eaten for a healthy balanced diet. It also serves to clarify, and maybe correct, knowledge children already have about food and health. Children can see how their own diet matches up to that suggested and use the fabricated UK case studies to look at the eating habits and lifestyles of others. The question of who does the shopping and cooking, and how this can affect a family's diet, is also included here.

* Three basic information sheets are provided but you could greatly increase the pictorial presentation of the information by collecting the free information leaflets available at many super markets, or by writing to marketing boards, and the Coronary Prevention Unit to request their free nutrition leaflets.

* **These information sheets will be necessary for pupils to refer to in the following exercises and case studies.**

* E1 shows the proportion of different kinds of foods that should be included in the daily diet. A visual presentation of foods is not easy to do with any clarity on a diagram this size, so foods are, instead, named. Some teachers might like to make a large wall display as a class activity, and stick onto an enlarged pie-chart the wrappers, or drawings, or magazine pictures of the various foods.

* E2 uses visual presentation to reinforce the four main messages currently being emphasised by nutritionists.

* E3 emphasises three of those messages even more with a comprehensive list and a little additional information .

* Pupils now look back to sheet D1 where they recorded the food they ate over a two or three day period. This information can be used to complete E4.

* E4 shows two circles, one a reproduction of the pie-chart on sheet E1 without any words, the other completely empty. Pupils first write in the names of the foods they ate in any one day into the appropriate section of the chart. They then present the same information on the smaller circle, but draw in the divisions themselves to show the proportional amounts of the different foods they ate e.g. sugar will probably take a much larger portion of their circle. The nutritionists consulted felt it was not neccessary to get into details of grams etc. Foods should be looked at for their basic categorisation, processed foods will usually contain a lot of fat, and even sugar, as well as the more obvious ingredients.

* **E5 is a pupil sheet which can be used with any of the three UK family case studies that follow.**

* E6 looks at a day's menu for the Boswell family. Their diet has deliberately been designed to include the worst dietary practices a family might have so it should be easy for children to recognise them and offer some solutions to unhealthy practice. The diet of Lisa, the teenage daughter, gives some examples of how diet can be modified without completely changing it.
  One way the Boswell's could modify their diet is for some cooking to be done at weekends using fresh ingredients, and then frozen. Also, June Boswell's office has been carefully placed next to a grocer's shop so she could buy fresh fruit and vegetables during the day.

* E7 looks at a day's diet for the Robinson family, a family with Caribbean origins. Their diet is, on the whole, healthier than the Boswell's. What should hopefully emerge from discussion is that even when Marcia returns to work she will find a way of keeping the family to a healthy diet as she is obviously committed to it. What we eat can be as much a matter of attitude as practice.

* E8 looks at day's menu for the Rayt family, a family with Indian origins. Like the Robinson's their diet is a mixture of English and traditional dietary practice.
  The question regarding the family's possible diet once Bebee-ji is no longer doing the cooking should

provoke discussion of how much more westernised the diet would become, how much Mr. and Mrs. Rayt would continue their dietary traditions, and how the responsibility for preparing meals would be allocated.

* These case studies also lend themselves to drama activities or role play and interview situations.

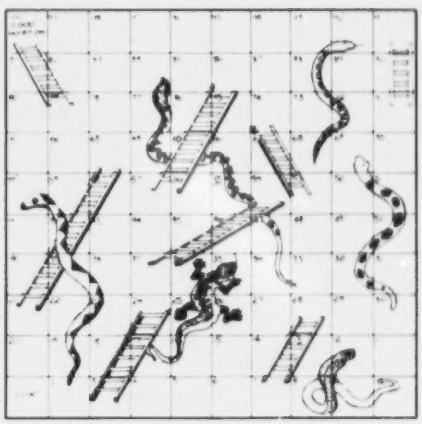
* On sheet E9 pupils can write in a healthy day's menu for themselves.

* Sheet E10 is a form for a school lunch survey. Pupils could do an analysis of the range of foods offered at the school lunch service, and a survey of the pupil take-up on each option.
Pupils might then like to undertake their own education campaign e.g. posters for the dining hall advising on the healthiest choices to make.

* A pupil might like to conduct an interview with the school cook and find out how she/he is applying the nutritional guidelines she/he will have been issued with by the L.E.A. She/he could be asked about the constraints on the range of food prepared e.g. financial restrictions, a contract to buy food from a certain supplier, lack of staff, lack of equipment, the choices pupils make - what they won't eat.

* With the reduction of the school meals service, nutritionists have become very concerned about the poor diets that many children have during the day. Therefore, a survey should also be done on the lunches of pupils who bring a packed lunch. This may lead to a discussion about the healthier options for a packed lunch and would their parents actually prepare it. If children are given money to buy lunch, what could they buy locally? The Coronary Prevention Unit is currently running a school meals campaign. (See Resources list for address.)

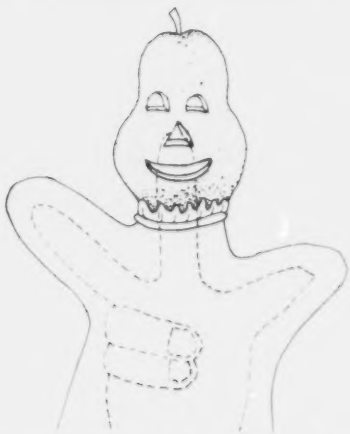
* **Suggestions for games and drama activities**



Health and nutrition snakes and ladders.
Children design and make their own snakes and ladders boards making up appropriate messages to put at the bottom of ladders and at the tops of snakes.

* Puppet plays.
As well as making up plays in which they play roles children could also make up plays for puppets which they have made. Here are two suggestions:

i) Lollipop puppets - children make puppets in the shape of lollipops with card, a flat stick, coloured pens and pencils. The lollipop puppets represent fruit and vegetables and other foods e.g Miss Orange who might be bright orange with a big smile, Mr Butter who might be bright yellow with big cheeks.



Children make up a play, with or without written script, in which each lollipop character participates in a dramatisation about a healthy eating issue. Or one puppet could represent a person tempted by different good and bad foods i.e. those with high sugar, high fat content, and reject them in favour of fresh fruit and low fat, low sugar, high fibre foods, with accompanying reasons.

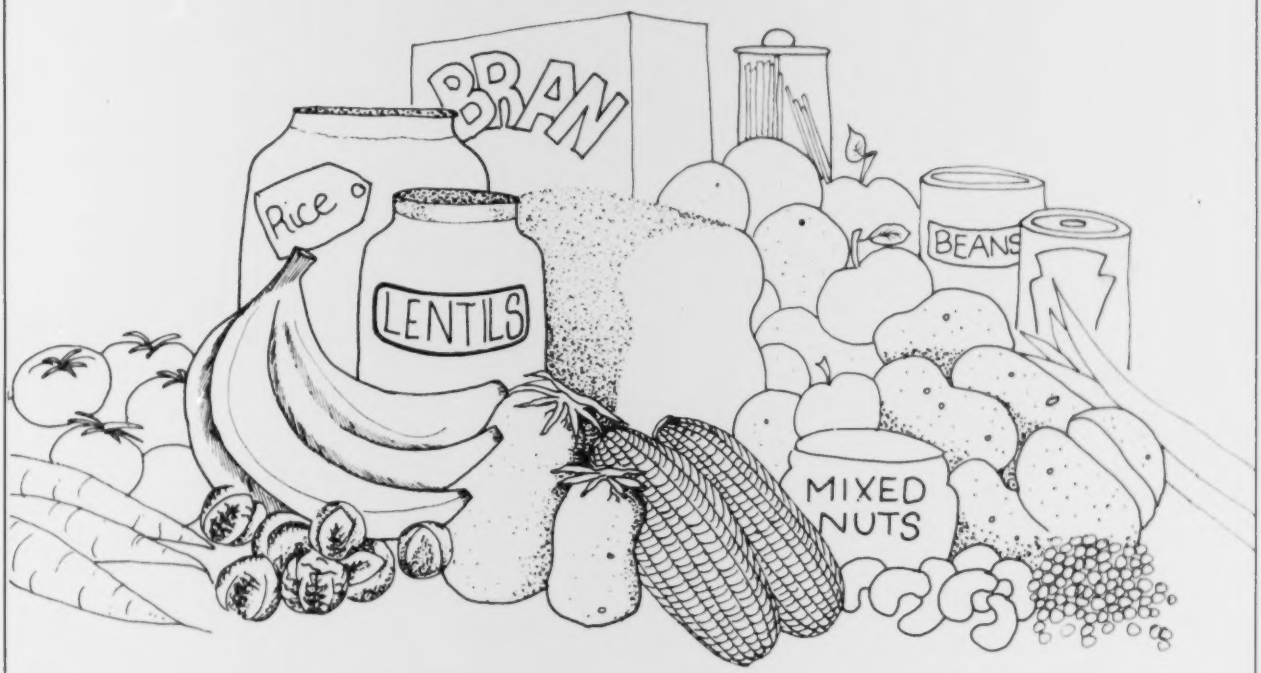
ii) Foodhead glove puppets.
Children make glove puppets with large cardboard cutout heads or papier mâché heads showing different kinds of food. It may be possible to utilise empty cardboard and paper containers.

Variety is the spice of life - eat foods from each group every day

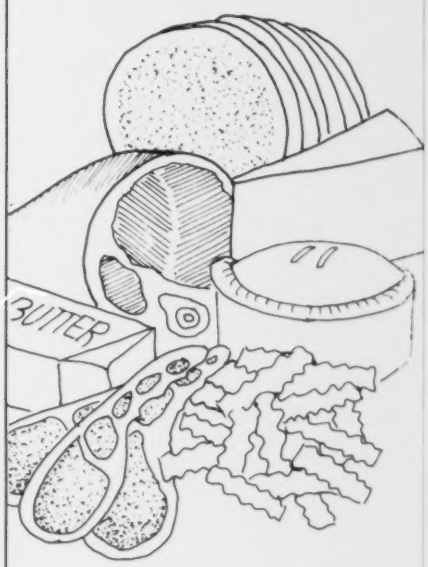
The circle is divided into sections of different sizes - take **more** foods from the larger sections, **less** from the smaller sections.

Four messages we are now given in order to improve our health through our diet.

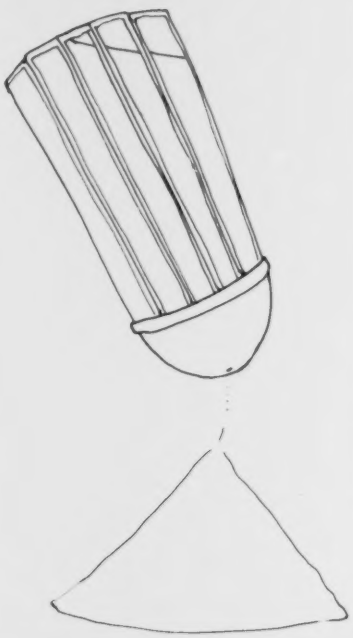
Eat more fibre
It helps move food through your system quickly - keeping it clean



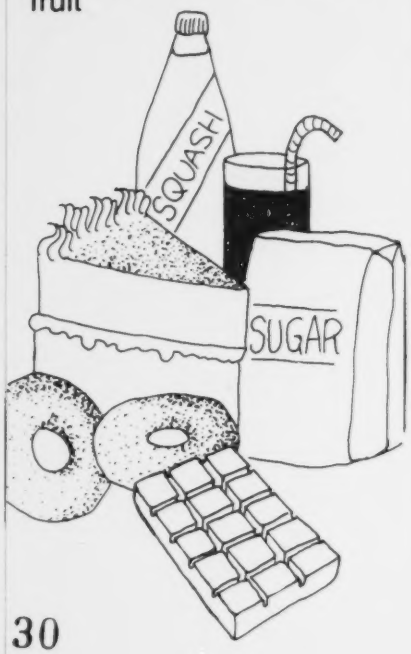
Eat less fats
and lessen the risk of heart disease



Eat less salt
you don't need to add it. Most processed foods already contain salt



Eat less sugar
it's bad for your teeth and your weight - get your energy calories from fresh fruit



30

"UNICEF – Caring for children everywhere"

FOODS WITH HIGH FAT CONTENT

EAT LESS

Some fatty foods can increase the level of blood cholesterol which may lead to heart disease. Fatty foods are high in calories and can lead to weight problems.

bacon
beefburgers
individual meat pies
red meat - beef, lamb, & pork
meat gravies
sausages

Cut the fat off meat, grill or dry-fry, don't add fat.

chips - thick cut chips are better than thin cut chips, straight cut better than crinkly - the smaller surface area the better.

butter and margarine
biscuits, cakes and pastries
chocolate
cream
crisps
hard cheese
ice-cream
samosas - deep fried

condensed milk
evaporated milk
milk - drink skimmed or semi-skimmed

Foods that are advertised as being 'low in fat' may in fact still have a high fat content.

EAT LESS SUGAR - it ruins your teeth

People in the UK eat far too much sugar, try not to add it to tea or coffee. Remember: sugar is added to almost all processed foods. Sugar is empty calories, it makes you fat and your body doesn't need it.

FOODS WITH HIGH FIBRE CONTENT

EAT MORE

Foods with high fibre content are both more filling and less fattening

bread
In developed countries bread is usually made from wheat. Try to eat wholemeal bread and wholemeal pitta.

Nutritionists recommend that we eat 4-6 slices of bread (white or brown) per day.

Cereals - breakfast cereals are made from barley, maize, millet, oats and wheat. Try not to eat sugar-coated cereals.

potatoes - boiled or baked in their jackets
pasta
rice

pulses:
red kidney beans, butter beans, soya beans, baked beans (check the sugar content), lentils

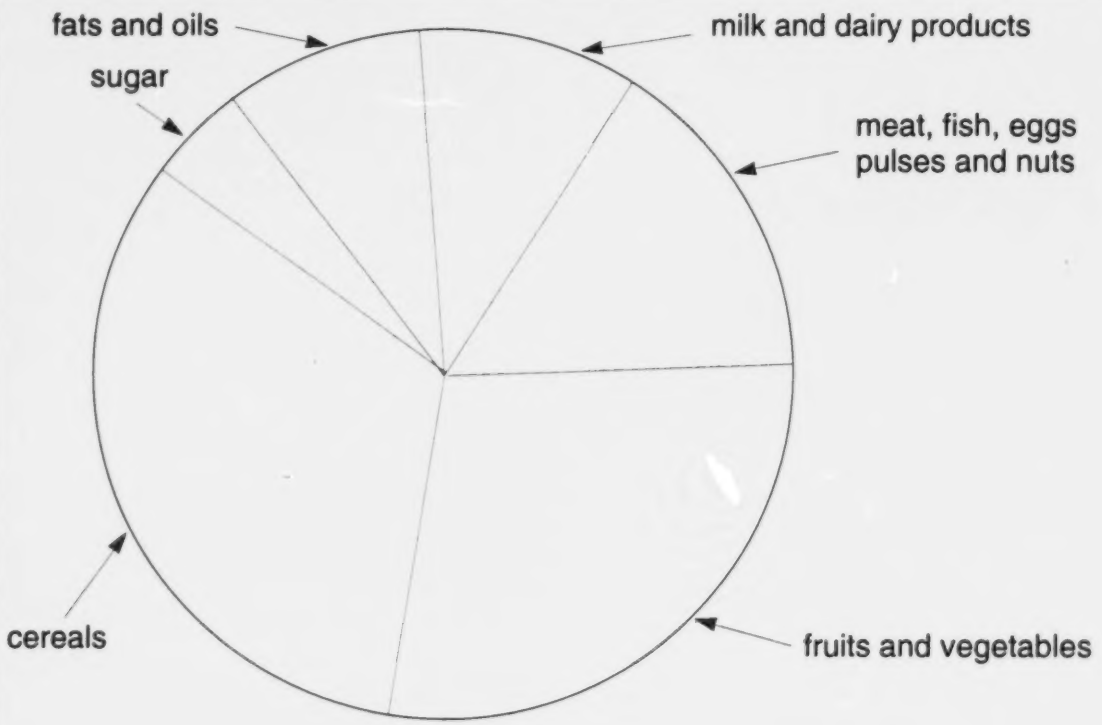
nuts - not salted

fruit and vegetables:
broad beans
cabbage
carrots
leeks
peas
plantain
sprouts
sweetcorn
yams

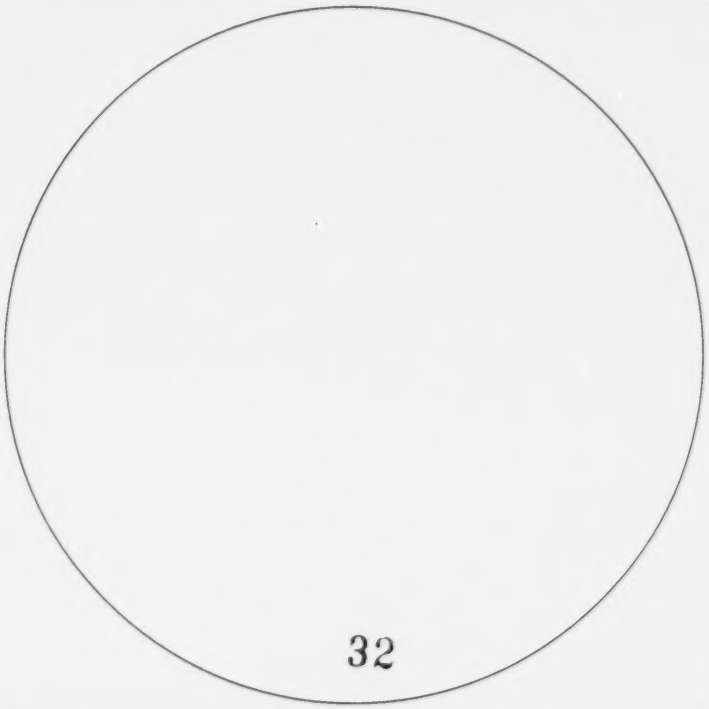
Nutritionists recommend that we eat 5 units of fruit and vegetables per day, in addition to potatoes.

apples
bananas
dried apricots and prunes
oranges
pears

Look back at sheet D1 where you filled in everything you ate for two or three days. First fill in the top pie-chart, putting the foods you ate on just one of those days in their appropriate sections.



Now, re-draw the lines on this pie-chart to show which foods you ate most of. Did you eat a good variety of foods that day?



HOW HEALTHY IS THE FAMILY'S DIET?

This sheet is for use with E6, 7 and 8.
Use information sheets E1, 2 and 3 to help you with this work.

The ..... family

Look at the family's diet sheet

1 Which member of the family has the healthiest diet?
Say why and write down the healthy foods that they eat.

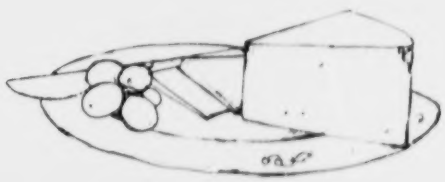
2 Which member of the family has the unhealthiest diet?
Say why and write down the worst foods that they eat.

What suggestions would you make to this person for improving their diet and health?

3 Everyone needs some sugar and fats/oils.
Which of this family's foods could you eat in a day which would give you some sugar and fat/oil but not too much?

4 Look at the menus for breakfast and dinner.
Why do you think the family eat these foods and why are they cooked or prepared in the way they are?

5 What sort of events or change in routine could change this family's eating habits?



June, David, John & Lisa Boswell

June and David Boswell are in their 30's. They both work full time, June at a high street estate agent, and David at a local factory. They have two children, John, aged 10, and Lisa aged 14.

June and David go to a big supermarket once a week and stock up the cupboards and freezer.

John gets home from school about an hour or so before his parents. He is always hungry and raids the fridge and cupboards for snacks of chocolate and cakes, crisps and fizzy drinks. Lisa gets home a little later but she has had lessons about food and diet at school and she is concerned that she only eats food that does not contain too much fat or sugar.

When June and David get home they are both hungry and June and David cook meals which are quick and easy.

Breakfast

John - sugar coated cereal with added sugar and whole milk, two slices of white bread toast with butter and marmalade, and a glass of fizzy lemonade.

Lisa - orange juice, branflakes and skimmed milk. One slice of wholemeal toast with polyunsaturated margarine and marmite, a cup of tea with skimmed milk.

June - orange juice, one slice of white bread toast, polyunsaturated margarine and marmalade, two cups of coffee with one teaspoon of sugar and skimmed milk.

David - fried egg and bacon with fried bread, one or two slices of toasted white bread with butter and marmalade. Two cups of coffee with whole milk and three teaspoons of sugar.

The Boswell Family

Mid-Morning

John - a can of fizzy drink and a packet of crisps

Lisa - apple and a packet of nuts and raisins

June - coffee with sugar and a chocolate covered biscuit

David - coffee with sugar and a doughnut

Lunch

John - school dinner in the cafeteria - beefburger and chips and peas, sponge pudding and custard, a can of fizzy drink.

Lisa - packed lunch of wholemeal bread sandwiches spread with polyunsaturated margarine and filled with low fat cheese and tomato, an orange, a carton of fruit juice.

June - a ham sandwich on white bread with butter and mayonnaise, a packet of crisps and a cup of coffee with sugar.

David - steak pie, chips and peas in Melford's canteen, followed by apple pie and custard, a cup of coffee with sugar.

Mid-afternoon

John - lemonade, half a packet of sweet biscuits
Lisa - a cup of tea and a muesli bar
June - a cup of tea with sugar and a cake
David - a cup of tea with sugar and three biscuits

Dinner

The family do not always eat together. Lisa usually prepares her own dinner. Sometimes John has filled up on cake and biscuits and gone out to play football

On this day June and David have fried steak and onions with chips and peas.

Lisa grills her steak and bakes a potato in its jacket. She also has peas and carrots.

June and David have tinned plums with double cream (Lisa has persuaded them to buy tinned fruit in fruit juice and not syrup).

Lisa also has tinned plums but has them with some natural yogurt instead of cream.

John comes in from football and has some lemonade and chips.

Marcia, Felix, Daniel, Angie and Sharon Robinson

Felix and Marcia Robinson have three children: Daniel 12, Angie 7, and baby Sharon 9 months. Felix is an engineer and Marcia gave up her job as a school secretary when she had Sharon. While she is at home Marcia enjoys preparing Caribbean food for her family.

Marcia and Felix go to the supermarket once a week to stock up on basic items like cereals and pulses and ice-cream. Marcia also goes shopping locally several times a week so the food she cooks is full of fresh ingredients. Baby Sharon is being weaned and mostly eats what the rest of the family eat but pureed in the blender, as well as still having breast milk.

This is what the Robinson family eat on a typical weekday.

Breakfast (everyone eats the same)

porridge
toast - white bread
butter
marmalade
condensed milk
hot chocolate
Sharon has breast milk

Lunch

Felix - fried fish and chips in his works canteen with two cups of tea with two teaspoons of sugar.
Marcia - heats up baked fish left over from yesterday, with bread and polyunsaturated margarine. She drinks water.
Daniel - beefburger and chips, and a fruit yogurt in the school canteen with a glass of orange squash.
Angie - a school dinner of roast beef, mashed potatoes, carrots, jelly and custard and a glass of water.
Sharon - pureed fish and some banana. She drinks some water from her non-spill cup.

Mid-morning

Felix - coffee and a chocolate biscuit
Marcia - an orange
Daniel - a chocolate bar
Angie - nothing
Sharon - Sharon has breast milk and then a rusk

Mid-afternoon

Marcia gives David and Angie home-made banana bread and hot chocolate when they come home from school. She and Sharon have some too.

Felix - cup of tea with sugar.

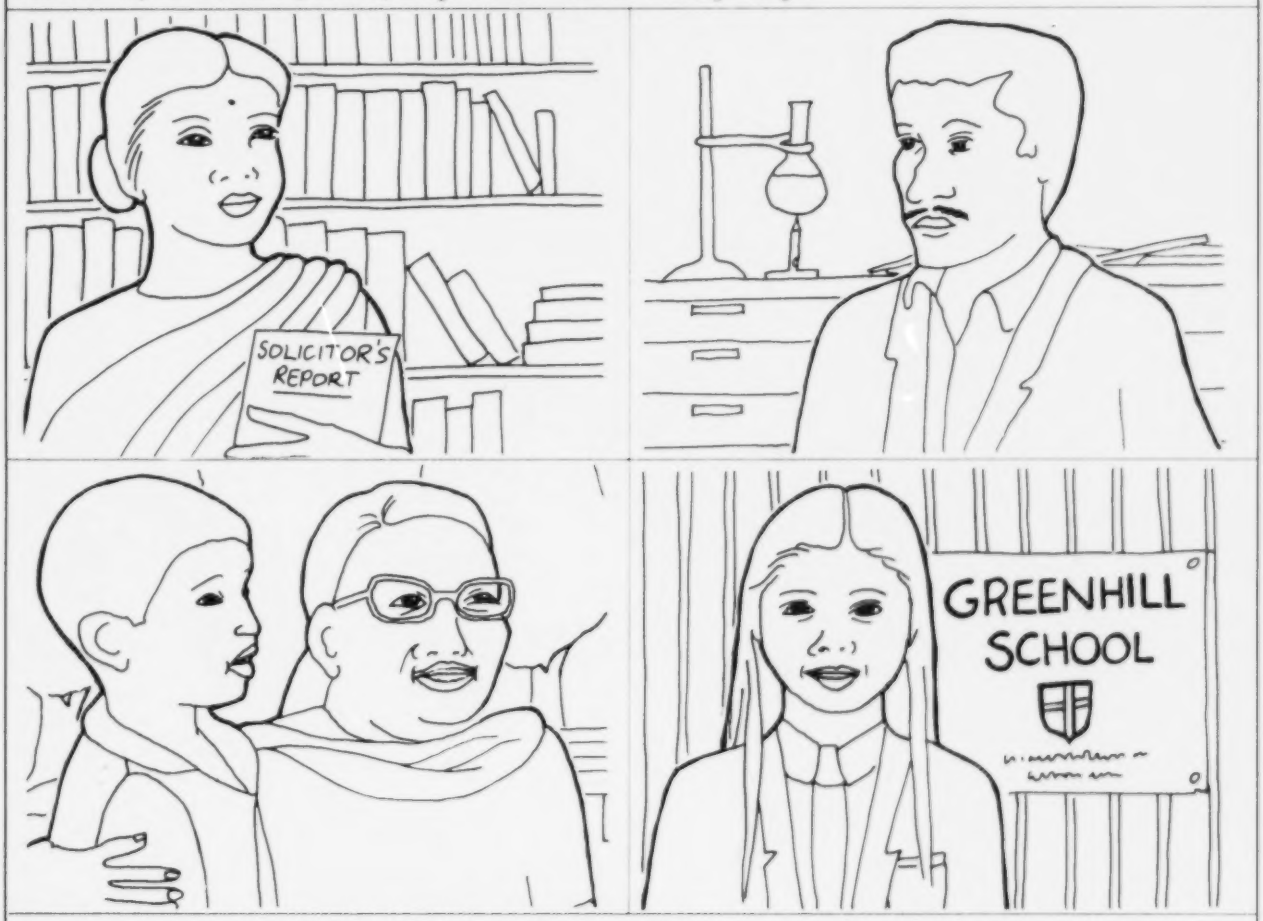
The family usually eat dinner together though Felix's is often put in the oven for him as he comes in late.

Dinner

stewed chicken with spices, hot peppers, peas and onions
fried plantain - fried in vegetable oil
rice boiled with kidney beans
boiled yam
lettuce, tomato and cucumber salad
fresh fruit salad - apples, oranges, bananas, and mango
ice-cream
tea or coffee with evaporated milk
Sharon has pureed chicken, rice and peas and then some natural yogurt. She also has some more breast milk before bed.

37

Resham, Gurcharn, Rani, Rajvinder and Bebee-ji Rayt.



The Rayt family originally came from Punjab. Resham is a pharmacist at the local hospital where his wife, Gurcharn, also works as a radiologist. Their children, Rani, 15, and Rajvinder who is eight, are at local schools.

Resham's mother, who the family call Bebee-ji - grandmother, lives with them and does most of the cooking and shopping during the week. The Rayt family go to the big supermarket every week to stock up the cupboards and the freezer. The family eat a mixture of Asian and British foods. Because Bebee-ji does the cooking, and she is vegetarian, weekday meals are often without meat.

Breakfast
Rajvinder - sugar coated cereals with semi-skimmed milk.
Rani and Gurcharn- muesli with semi-skimmed milk.
Bebee-ji and Resham have porridge which Bebee-ji makes in the traditional way. She cooks the oats in butter until they are brown. She adds milk and sugar so it is very sweet.

All the family eat wholemeal bread with polyunsaturated margarine and jam.
They all drink tea, Resham and Bebee-ji each take a teapoon of sugar in their tea.

The Rayt Family

Mid-morning

Resham - coffee with sugar
Gurcharn - coffee
Rani - packet of crisps
Rajvinder - packet of crisps
Bebee-ji - tea with sugar and a traditional home made sweet- very sweet.

Mid-afternoon

Resham - tea with sugar and a biscuit
Gurcharn - tea

Rani, Rajvinder and Beebee-ji all have tea at home with a sponge cake bought from the shop (bought cakes usually contain far more sugar than necessary.)

Lunch

Resham - roast lamb, chips, peas and carrots followed by rice pudding and a cup of tea with sugar in the hospital canteen.

Gurcharn - a cheese salad sandwich on brown bread and a fruit yogurt. Cup of tea.

Rani - a packet of crisps, an apple and a can of fizzy drink. She gives away her sandwiches.

Rajvinder - fish fingers, chips and peas and banana custard in the school canteen with a glass of water.

Bebee-ji - makes herself prata. This is made from chapatti flour and butter. She makes two chapattis then coats the insides with butter. Then she puts in a filling of some cauliflower curry left from last night. She joins the two together and fries them in ghee (clarified butter). With it she eats a pickle and has a cup of tea with sugar.

Evening Meal

dal - lentil curry
subjee - mixed vegetable curry, onions and spices fried in ghee (clarified butter). Then a packet of frozen peas, fresh carrots and potatoes are added and cooked without water in their own juices.

brown rice

salad - lettuce, tomatoes, cucumber, radishes, onions, Indian pickle.

fresh fruit salad of melon and oranges with evaporated milk

tea.

Put together a day's menu for yourself which is both healthy, and made up of foods you like.

Breakfast	Lunch
Dinner	Snacks

40

Name:	Class:
School:	
School Lunch Survey on: . . . . . (date)	
Menu Offered	**Number of pupils who chose it**
	Number of pupils who took part in the survey.

UNIT F

Growing food

This aim of this Unit is to ensure that children actually know and understand the basic elements that plants need for growth. The Sudan case study, in both its forms, F1 and F2, besides dealing with problems caused by the elements also introduces the concept that diet and sufficient food for health is also closely related to disposable income.

* Talk about what plants need to make them grow - good soil which has some nutrients, water, sun and light.

* Grow peas, beans, bulbs, mustard and cress in the classroom. If there is a school garden then probably much of this work has been covered. More complex experiments, including the use of fertilizer, could be done in line with Science AT1 level 5.

* Arrange a visit to: an allotment, market garden or farm, or the garden of someone who is an active gardener and grows some vegetables as well as flowers.

* Try to arrange a talk, either at the place of visit, or in the classroom, by a suitably qualified person who can talk about growing plants. A number of speakers from different countries would be advantageous.

  Points which need to clearly emerge are: the importance of appropriate soil, rainfall - the dangers of too much or too little, appropriate temperature and light. You may also wish to touch on the use of fertilizers and pesticides; how they can boost crop production, be an environmental hazard, and also increase the price of crops because they are expensive to produce. They are so expensive that farmers in developing countries often cannot afford to buy them. Natural methods of fertilizing the soil are animal and human excreta, and crop rotation. (Human excreta is hazardous until dried out and allowed to decompose.) 'Slash-and-burn' is also a traditional method of preparing the ground for crops. However, this has been recognised as being environmentally unfriendly both to the soil and the atmosphere. Burning off the stubble is now illegal in the UK, largely becaused of the air pollution caused by the resulting smoke. Stubble now has to be ploughed back in. Wealthy countries didn't have to worry about soil degradation as they rely heavily on artificial fertilizers.

* This unit obviously involves discussion of the seasons. Children's memories of conditions in the UK at different times of the year are important. This can then be linked to how the weather affects growing seeds and plants. Adverse weather conditions should also be brought in; drought, flood, extremes of cold or lack of sun.

* Children with memories of life in other countries are also valuable, as they can present pictures of countries where climatic and environmental conditions are very different.

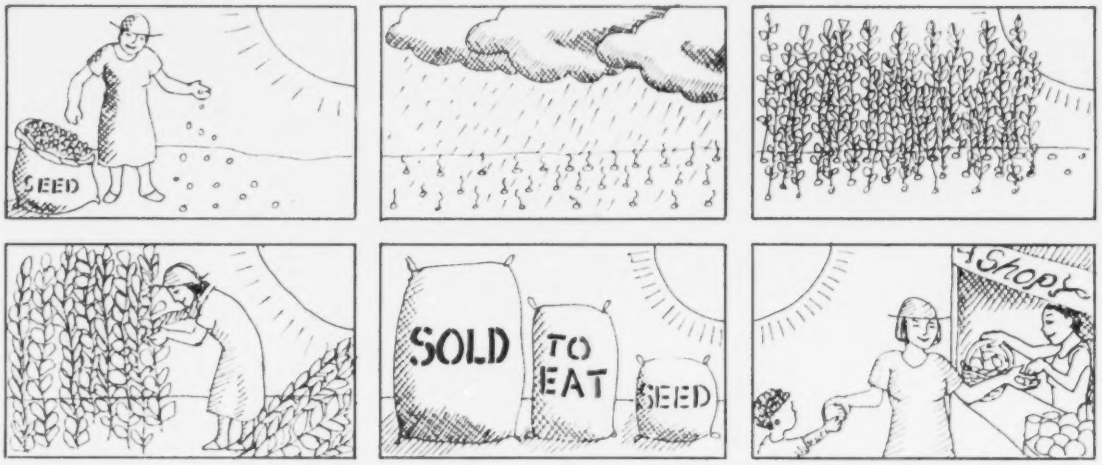
* F1 is a series of drawings illustrating two years in the life of a subsistence farmer. The links between growing food for eating, the part the environment plays, and having food enough to sell so it provides income are simply shown. Pupils then complete the story by doing the drawings for the third year - including making the decision of whether or not it rains.

* F2 is a more elaborate telling of the same story. It is the story of Fatima, a woman subsistence farmer in the north west of Sudan, and her family. Far more information about their daily life is given in the text and illustrations than in F1. As in F1 the children determine the future for the family. They should toss a coin to determine whether or not it rains; this should ensure that you get both options followed through. Pupils then choose four of the eight FUTURE CARDS (F3(i) and (ii)), which will need to have been photocopied so they can cut them up, to continue the story for another year. A drama simulation activity is then suggested.

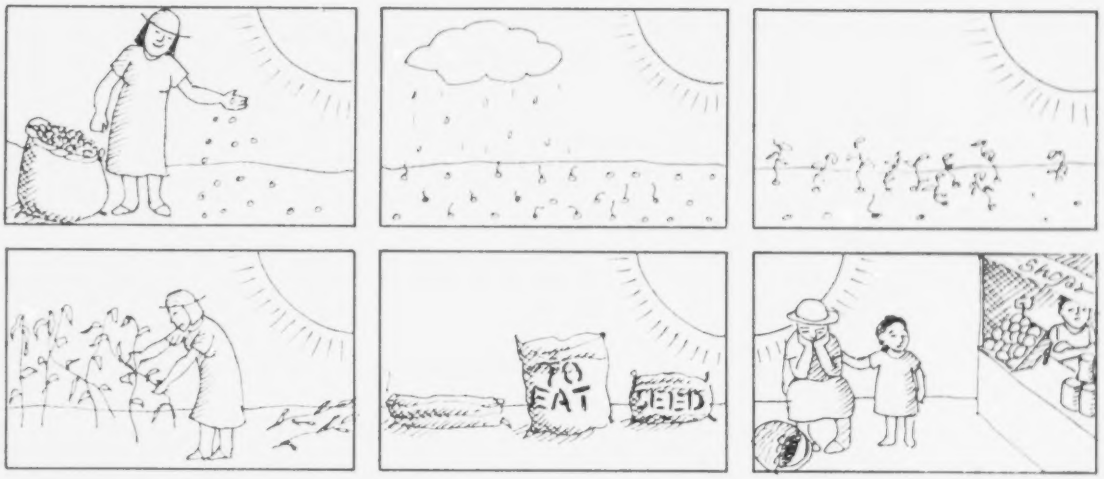
* The start this Unit has made concerning the link between food and money is dealt with in more depth in Unit H.

Three years in the life of a farmer - tell the story in words and draw the pictures for the third year

Year 1

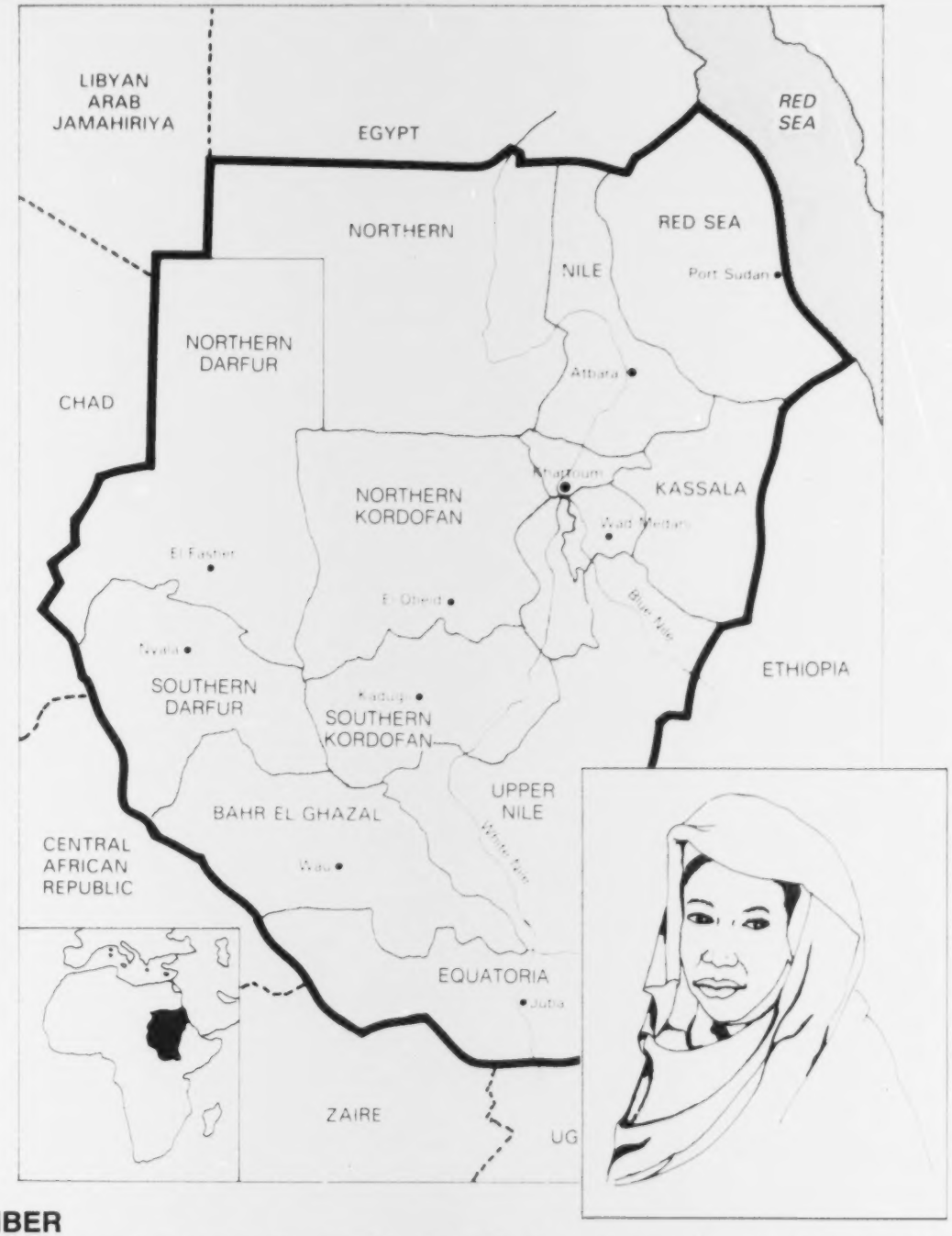


Year 2



Year 3

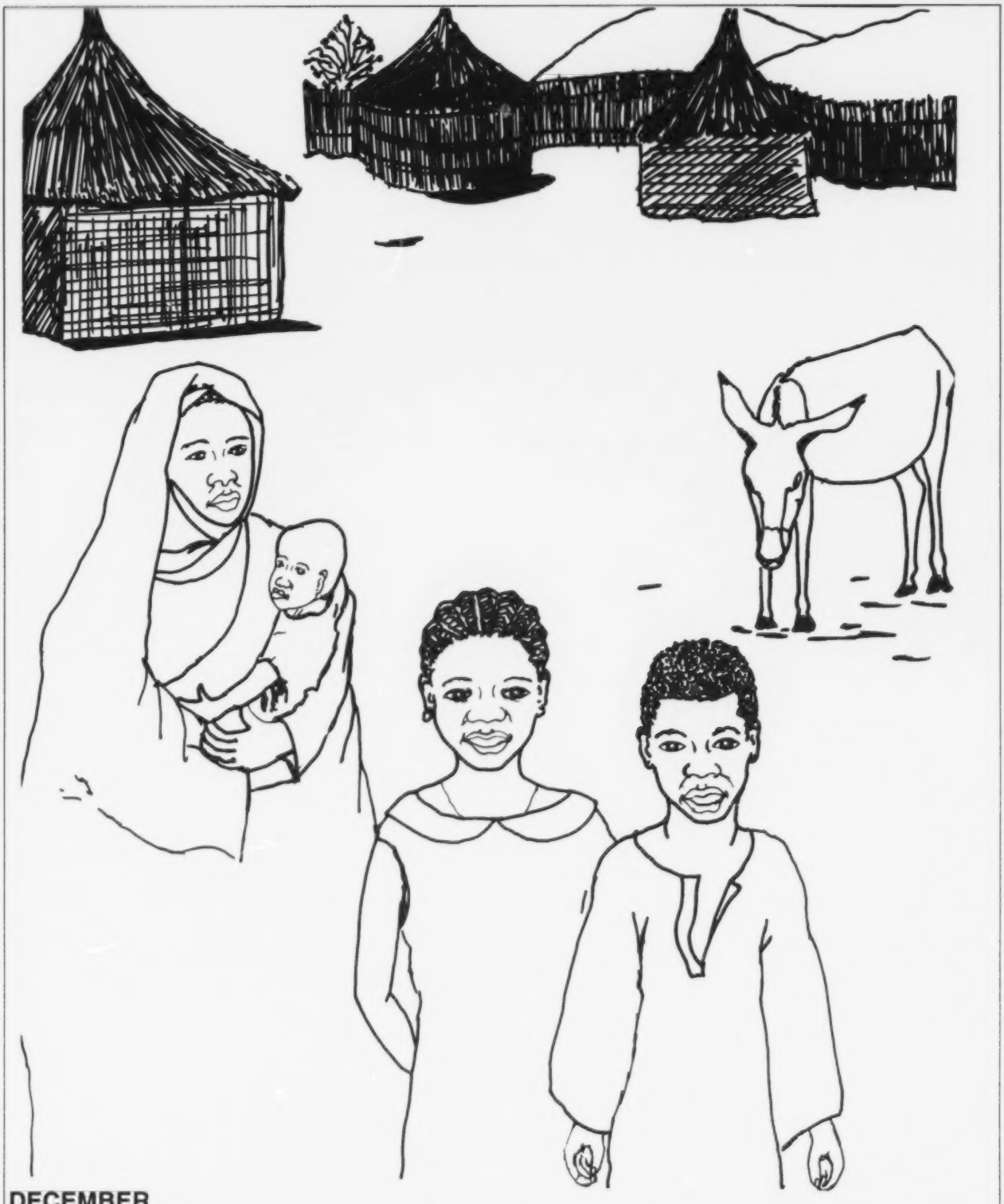
Fatima is a farmer in Northern Darfur in Sudan.
This is the story of a year in her life. . .



NOVEMBER

"About 300 people live in my village in Northern Darfur in the north west of Sudan. My village is in the middle of a flat sandy plain where we grow our crops of millet and sorghum. These grains will grow in our sandy soil if we have enough rain in July and August. However, if the rains are poor so are our crops and we do not harvest enough grain to last the year until the next harvest. We have just finished harvesting our crop this year. The rains were poor so our harvest is poor too. Also mice and birds have eaten at the heads of grain. It's not a good harvest at all."

44



DECEMBER

"I have three children: Meena my daughter is nine years old, my first son Ahmed is five and my second son Abdullah is ten months old. My husband, Ismael, has gone to towns in the east, El Fasher and El Obeid, to look for work as our harvest was so poor we do not have enough food to last until next year's harvest. I must also try to earn some money so I can buy wood for the cooking fire, cooking oil and salt and sometimes some vegetables."

"Millet and sorghum are harvested by cutting off the heads of grain. To make flour the kernels have to be taken off by hand and then pounded to a fine flour."

JANUARY

"I have got a job helping the wife and sister of a rich merchant. He has a shop in El Fasher and regularly sends them food and money. One of the jobs I do for them is to pound their grain to flour. This job takes us women many hours a day, now I pound their grain and my own. Meena looks after Abdullah, collects the water and does the housework. We try to grow a few onions and tomatoes. So far I have not had to keep Ahmed away from school to earn more money."

FEBRUARY

"This is my house. It is built of straw which is the stalks of our millet and sorghum. It is warm in winter and cool in summer, but I wish we had a blanket for the cold nights which come from November to February. The flour I make is used to make asida which we eat twice a day. Usually we have it with a sauce made from groundnuts (peanuts) or dried tomatoes. I can't remember when I could last afford to buy meat. I use the money I earn to buy tea, sugar, salt, wood, and cooking oil. Ismael has sent me some money too so I can buy some seed to plant before the next rains."

MARCH and APRIL

"Because we had so little rain last rainy season the water in the village well has dried up. Meena has to take the donkey and go to the next village for water. This takes her most of the day every two or three days. Still, she also collects water for a neighbour who pays us for it."

48

MAY and JUNE

"Ahmed and I are working hard every day preparing our land for the next rains. Our plots of land are spread out and it takes a long time to reach some of them. We usually have to walk because Meena takes the donkey to get the water. I'm worried about Abdullah. He seems to have diarrhoea nearly all the time. All we eat is asida, now I'm not working for the merchant's family I can't afford anything extra. I wish Ismael would send some more money."

JULY - DECEMBER - What will happen to the family?
IT'S YOUR DECISION

This: A or This: B

Work in a group of three or four to decide the future of Fatima and her family

First decide on A or B by tossing a coin.

Then cut up the eight FUTURE CARDS on pages F(viii) and F(ix).

Choose four FUTURE CARDS which tell the story of what happens to Fatima and her family.

When you have made your story dramatise it by taking a part each. Add information about people's characters, feelings and behaviour and what you have learnt about their lives.

50

FUTURE CARD

There is a good harvest. Fatima sells some of her crop and buys clothes, shoes and school books for Ahmed and Meena. She has money to buy extra food every week and she has good seed to plant next year.

FUTURE CARD

The rains are poor. Fatima harvests very little of her crop. There is only enough to feed the family for a few weeks. She hasn't heard from Ismael for months. Even the deep well in the next village is drying up.

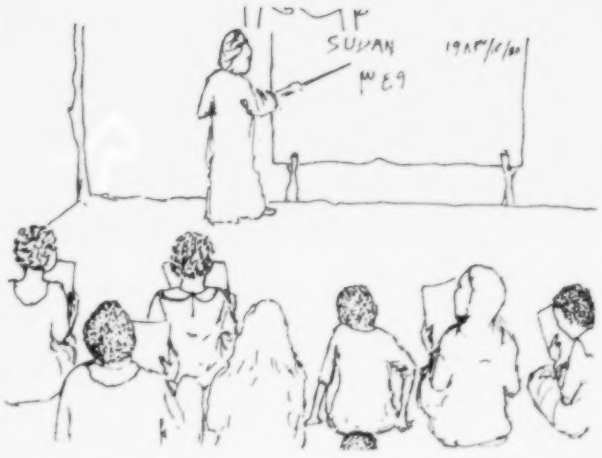
FUTURE CARD

Ismael hears that the harvest is good. He has earnt some money and comes home to buy some more land and some goats.

FUTURE CARD

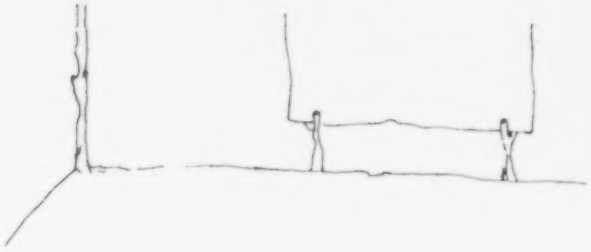
Abdullah dies of measles after being weakened by malnutrition and severe diarrhoea.

FUTURE CARD



Ahmed and Meena go to school.

FUTURE CARD



The school is closed and many people have left the village.

FUTURE CARD

Abdullah sees a health worker who treats him for the diarrhoea, immunises him and tells Fatima to feed him more vegetables and meat, which she can now afford.

FUTURE CARD

Fatima takes the children to El Fasher where she finds work on a building site. Meena has a job looking after a merchant's children. Ahmed does odd jobs round the town.

UNIT G

Food interdependence: multi-national companies, distribution and preservation of food.

The aim of this Unit is to make children aware of how much the UK depends on other countries for much of its food. It also illustrates how the north is prosperous at the expense of developing countries in the south, which, in some cases have been exploited for hundreds of years. It also looks at the effect this can have on the ordinary people who live there. This unit also looks at the importance of transportation and infrastructure to food supply and at methods of preserving food.

* The brightly packaged food we take for granted on our supermarket shelves often contains produce from many different countries.

* G1 - Either arrange a visit to a local grocer or supermarket or buy a selection of packaged foods for the classroom. Sheet G1 can be used to tabulate the products, the manufacturers, and also the name of the 'parent' company if there is one (this may be printed very small or in the form of a logo), the products' main natural ingredient(s) and possible country(s) of origin. Many labels will not give the country of origin of the main ingredient. On page 46 is a list of foods and the countries where they are produced and exported from. Children could write to companies and ask them what countries they import their food from. (Spices are particularly useful for involving a wide range of countries.)

* G2 is a similar exercise which could be carried out on a range of fresh fruits and vegetables. Discovering the country of origin is easier here as foods are more often marked or the seller will usually know.

  A visual representation of this information could be made using a world map and strings leading from food articles or drawings of foods to the countries of origin.
  or
  A Christmas cake, which contains lots of dried fruit and spices, is thought of as being a traditional UK food. It could be used to demonstrate the point that we are dependent on other countries for many foods that we take for granted.

* G3 is a list of some of the foods we import and export. Students should understand that we largely import foods in their natural state i.e. as raw materials. These foods are processed and attractively packaged and then sold, often abroad. Tea is an interesting example of an imported raw material which is processed and then exported. Raw materials are bought at a much cheaper price than the processed product is sold for.

* G4 is an information sheet about multi-nationals. It should be used in conjunction with G1.

* G5 is an Overseas Case Study about Negros. It shows how the decline in demand from developed countries for sugar produced from sugar cane, grown as a cash crop in many developing countries, has affected the lives of the workers who depended on the crop for their livelihood.

* G6 is an exercise designed by Christian Aid which you might like to incorporate into your lesson. It vividly illustrates the allotments of the retail price of a banana priced at 10p.

* G7 is a version of the folk tale about the little red hen which is pertinent to this Unit. It easily lends itself to dramatisation while presenting certain issues in a form children can readily understand.

* G8 is a picture representation of the vital links in the food distribution chain. The crucial importance of a smooth running food distribution system is frequently overlooked when food supplies are being discussed - it also tends to be a major problem when famine situations occur in remote areas of Africa where all aspects of the 'chain' tend to be absent or in short supply.

- G9 shows eight methods of preserving food since we can't eat all the food we produce at once but need to keep it for later in time; either for a short period or a much longer one. Underneath the drawings are descriptions of each method. Students should match the descriptions with the pictures.

- To consolidate some of these points it is suggested that there is a discussion about how our own eating habits would be affected if:

  a) our refrigeration system failed through lack of a regular electricity supply - a frequent occurrence in many developing countries;

  b) because of restrictions on imports and exports we were not receiving foods from other countries, nor sufficient oil or diesel which affects all internal distribution of food. Reference to other sheets in this unit should help discussion. The points that should emerge are:

  i) the variety of foods that we have available would soon narrow to what was immediately available in the neighbourhood i.e. only people near rivers, lakes and the sea would have fish;

  ii) those in country areas would have easier access to flour for bread, eggs and vegetables;

  iii) there would be a return to growing your own, and traditional methods of preserving food. Theoretically, the UK could be self-sufficient in food though the diet would be repetitive and dull.

- This discussion is particularly pertinent to Unit I where children learn about food rationing in the UK during the Second World War, and also how conflict affected Lebanon's food supplies.

Where our food comes from

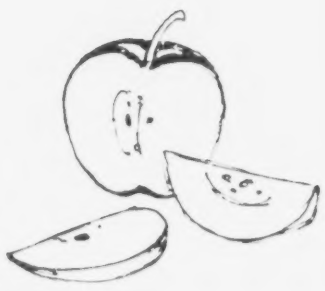
Bacon	- Denmark, New Zealand.
Bananas	- Jamaica, Windward Isles.
Cereals	- Canada, UK, USA.
Cocoa	- Equatorial Guinea, Ghana, Ivory Coast, Nigeria.
Coffee	- Brazil, Burundi, Ethiopia, Ivory Coast, Kenya, Tanzania.
Dairy	- Denmark, New Zealand, UK.
Edible Oils	- coconut/palm oil - Malaysia, Papua New Guinea, SE Asia & West Africa, soya oil - Brazil & Latin America
Fish	- Canada, Japan, Thailand.
Fruit & Vegetables	- Australia, Canary Isles, Chile, Cyprus, the EC, Egypt, Ethiopia, Israel, Lebanon, Morocco, South Africa, Turkey.
Meat	- Australia, Brazil, New Zealand.
Peanuts	- the ones we eat are from the USA, but Gambia's main export is peanuts which we use as animal feed.
Rice	- China, India, Italy, USA.
Spices	- Indian sub-continent and islands in the Indian Ocean.
Sugar	- Fiji, Guyana, Jamaica, Mauritius, Swaziland, UK.
Tea	- India, Kenya, Sri Lanka.
Vanilla	- Comores Islands.

Many of our foods like coffee, sugar and tea are often blends made with the produce of several countries.

INTERDEPENDENCE-1: PACKAGED FOOD			
Product	**Manufacturer/ 'Parent' Company**	**Natural Ingredients**	**Possible Country(s) of Origin**
Tea Bags	Brooke Bond/ Unilever	Tea	India, Kenya, Sri Lanka
Coffee	Nescafé/Nestlé	Coffee	Kenya, Tanzania etc.
Sugar	Silver Spoon British Sugar Plc	Sugar (from sugar beet)	UK
	Tate & Lyle	Sugar (from sugar cane)	African, Caribbean & Pacific countries

INTERDEPENDENCE-2: FRESH FRUITS AND VEGETABLES

Name of Fruit/Vegetable	Country of Origin



56

UK IMPORTS and EXPORTS

FOOD IMPORTED INTO THE UK
i.e. the UK buys these

butter and some cheeses

cocoa - for chocolate

coffee

currants, raisins, sultanas

fruit - apples - Golden Delicious and Granny Smith when they're out of season here, bananas, grapefruit, grapes, mangoes, oranges, pineapples etc.

garlic

meat - beef and lamb

pulses - black-eye beans, butter beans, lentils, Mexican white beans for baked beans, mung beans, peanuts etc.

spices - wide variety

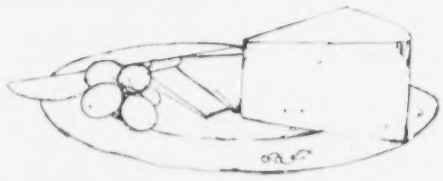
sugar cane

tea

vegetables - aubergines, green beans, new potatoes, okra, peppers, plantain, sweet potato, yams etc.

Most of these are bought as raw materials, i.e. they are cheap.

FOODS EXPORTED FROM THE UK
i.e. the UK sells these



butter and some cheeses

barley - for animal feed and malting barley for beer and whiskey

fruit - Granny Smiths when they're in season here

fish - frozen - particularly oysters, prawns, salmon

meat - beef, lamb, pork

potatoes - when they're in season here

pulses - beans and peas for animal feeds

soft wheat - for animal feed

sugar beet

These are exported as raw materials

biscuits - made from soft wheat

tea - nicely packaged

whisky

These are exported as processed foods and are expensive to the countries buying them.

MULTI-NATIONAL COMPANIES - Information Sheet

A 'parent' company will often be a multi-national company. Multi-nationals produce and sell goods all over the world. They are worth billions and billions of pounds. Multi-national companies are successful companies because they keep on growing. They broaden their field by taking over other companies and by starting up companies in different areas of the market.

Look at one of the biggest multi-national companies:

UNILEVER
OWNS

Birds Eye & Walls	Brooke Bond & Lipton	Lever Bros.	Blue Band & Stork
frozen foods	tea	soap powders	margarine

and these are just some of the names under which UNILEVER markets its various products.

Here are a few other examples:

UNITED BISCUITS	**NESTLÉ**	**NABISCO**
KP foods	Carnation	Huntley & Palmer
McVitie & Price Ltd	Crosse & Blackwell	Ritz crackers
Macfarlane Lang & Co Ltd	Findus	Shreddies etc
Pizzaland	Nescafé	Smiths Crisps
Wimpy Bars	Rowntree Macintosh	
Ross		
Terry's		

RHM (RANKS, HOVIS McDOUGALL PLC)

Bisto Paxo Sharwoods Mr Kipling

Multi-nationals have tremendous power over the production and price of raw materials, many of which are grown in developing countries.

Crops which are grown in developing countries to meet the demand of industrialised countries are called **cash crops**. This is because they are grown to bring foreign exchange into the producing country. (The currencies of many developing countries have no value outside their borders, so they cannot be used to buy goods from other countries. Therefore they need to earn foreign exchange.)

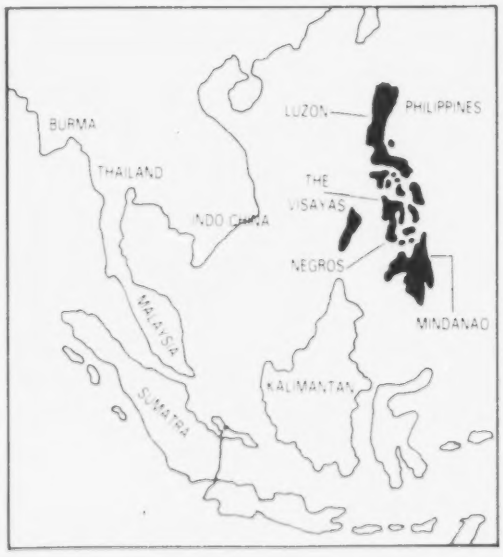
OVERSEAS CASE STUDY

LUCIA OF NEGROS

Lucia de la Cruz is nearly five years old. She lives with her family on a sugar plantation, a hacienda, on the island of Negros in the Philippines.

Life is very uncertain for Lucia and her family because just over two years ago her father, Ramon, lost his job. Ramon worked for Mr. Nolan, the owner of the sugar plantation. But in 1984 the price Mr. Nolan could get for his sugar fell so low that it was not worth harvesting it. On the island of Negros, where 200,000 workers and their families depended on the sugar plantations, it was a disaster. If there was no work there was no money with which to buy food, and people, particularly children, starved.

The de la Cruz family never had enough to eat even during the good years of sugar production. Generations of the family had lived and worked on the plantation, producing sugar for Mr. Nolan.



NEGROS is one of 7000 islands which are together called the Philippines.

For hundreds of years the islands were ruled by Spain. In 1898 the USA declared
war on Spain and took control of the Philippines until 1935. In that year the country became independent but still with close links with the USA. From 1965-1986 Ferdinand E. Marcos ruled. In 1986 his cruel and corrupt government was replaced by that of Corazon Aquino.

They depended on him for everything. They live on his land, but with no electricity. Lucia's older sister, Helena, spends a couple of hours a day collecting water from the tap which is used by 50 other families.

Mr. Nolan never paid good wages and the family was always in debt because they had to buy all their food from the shop Mr. Nolan ran. Every year there was no work from May to September so debts would be run up at the shop.

Lucia's mother, Marilyn, tried to grow some vegetables on the little strip of land round their house, but there was never enough to feed the family. During the season of no work the family lived on one meal a day of rice gruel and salt. Helena and her brother Juan only occasionally went to school. Usually they were needed to help at home or to earn a few extra pence working in the cane fields.

In November 1985 Lucia became so undernourished her parents thought that she would die, as so many other young children died at this time.

Fortunately UNICEF, the Government, the Churches and other organisations mounted a campaign to feed the 140,000 children on Negros who UNICEF identified as being malnourished and vulnerable to disease.

A supplementary feeding programme was started based in local communities. Local women, including Marilyn, everyday prepare a special high nutrition food of mung beans, rice, milk and vitamin A which is fed to all young children. All young children are weighed every month to make sure that they are receiving enough nourishment.

But supplementary feeding isn't a long term solution to feeding thousands of people who have no source of income or food.

Schools and parents were provided with garden tools and vegetable seeds: okra, and different kinds of beans and cabbage. People were also taught basic gardening techniques. Ramon was one of those who volunteered for training in agriculture and now he travels round the island advising people on how to increase the amount of crops they can grow on a small piece of land without using artificial fertilizers or pesticides.

The aim is for families to produce enough food for their daily needs.

But there are problems. The former plantation workers do not own any land. The land they live on belongs to people, like Mr. Nolan, who are reluctant to let people use some of their land for food production. However, the new government of Corazon Aquino has announced that all plantation owners must allocate 10% of their land to their workers to plant food crops.

With help these workers could become independent. If they have enough land some of them could become large scale farmers — producing food for their community. Others could raise livestock to supply milk, meat and eggs. With training others could become craftsmen and start small businesses. Helping communities to become independent needs money and training; this can be provided both by their government and the rich industrialised countries of the North.

62

WHAT IS A CASH CROP?

Sugar was a cash crop for Negros. This means that all the good land on the island was used for growing sugar cane for sale to developed countries. Negros used to sell all its sugar to the United States of America who occupied the Philippines from 1901 to 1935. Because all the land was used for growing sugar, all food eaten by those on the island had to be imported.

It was demand for sugar from countries like the USA and the UK and Europe that made countries like the Philippines, Jamaica, Brazil and some African countries give up food production for their own people to start growing sugar for export.

The industrialised countries control world markets and set the prices for basic commodities like sugar, tea and coffee. The land on which the commodities are grown is often owned by or is directly producing crops for multinational companies of the USA or UK. This means that profits from the sale of crops goes to large landowners, like Mr. Nolan, or large companies. The workers are often virtually slaves and badly paid.

Sugar cane is one of the oldest cash crops. In some countries they have been growing it for two hundred years. But following the sinking of ships bringing sugar to the UK in the First World War the UK started to produce sugar from home-grown sugar beet. The USA started to grow its own sugar cane, and then discovered how to produce artificial sweeteners, like Nutrasweet, from home-grown maize. Sugar from countries like Negros wasn't needed any more. For these reasons in 1984 the world market price for sugar slumped. This brought great hardship to all those countries who had depended on it as their main means of earning foreign exchange. This they could use to pay their debts and buy goods from the industrial countries.

In 1980 the price for sugar was 28.66 US cents 1lb.
In 1984 the price for sugar was 3.52 US cents 1lb.

Now these countries require our help to improve the standard of living of families like that of Lucia de la Cruz. Families who, from no fault of their own, have known nothing but their menial poorly paid work on the sugar plantations that Northern Agricultural Policies have made redundant.

Other major cash crops produced by less developed countries for the industrialised countries, under similar conditions as those described for Negros, are tea, coffee and bananas.

SLICING THE BANANA

The aim is to look in more detail at one commodity and see the relative power of people involved along the chain from producer to consumer.

You will need six sheets of paper and pencils, six bananas, a wallchart of the diagram below, a wallchart with a blank banana shape on it and six knives.

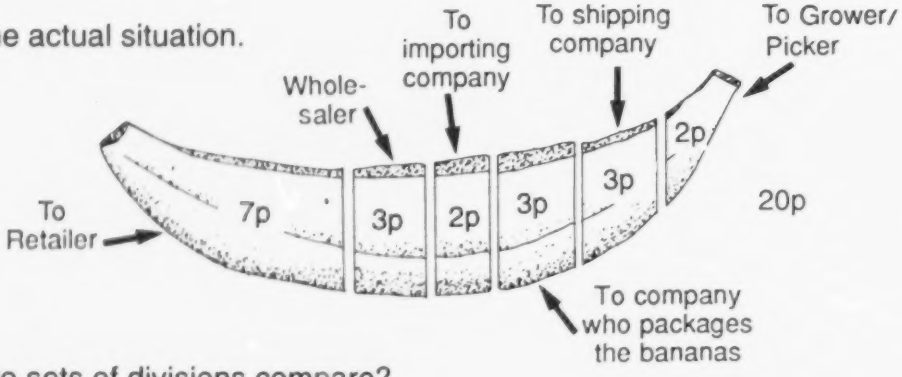
Divide the group into 6 smaller groups of equal numbers and name each group: growers/pickers, retailers, wholesalers, importing company, shipping company and packaging company. Give out paper and pencils. Give the pickers a banana each and tell everybody that a banana costs 20p.

Put the blank banana up on the wall, marked 20p, and ask each group to decide upon what cut it should have of the final banana price (dependent upon the amount of labour and other costs the group feels it must meet.)

After 5 minutes get each group to present its case. Write the amounts upon the blank banana.

If the total comes to over 20p, get them to negotiate between themselves until it comes back to 20p.

Then reveal the actual situation.



How do the two sets of divisions compare?

Give the pickers knives and allow each group to actually take its share from the pickers' bananas. (If you can't trust your group with knives, do if for them.)

How do the pickers feel?

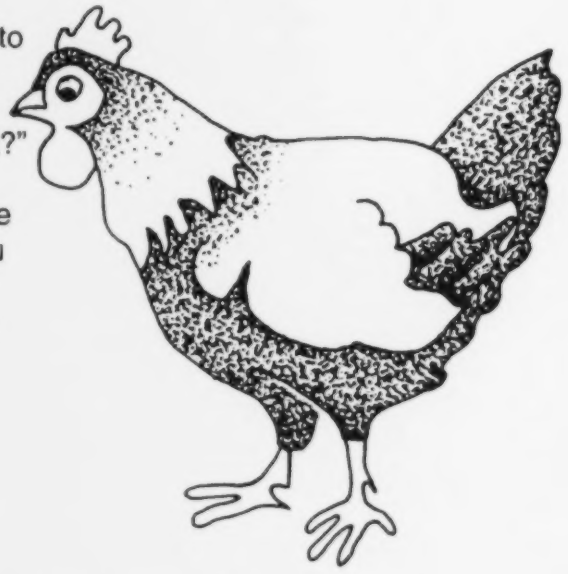
Which does the group feel is the fairest division of the price?

Can the group think of any ways to give the growers/pickers a better cut?

Credit: Christian Aid

THE TALE OF THE LITTLE RED HEN

Once upon a time there was a little red hen. She lived on a pleasant farm and ate the food she grew there. One day the little red hen found a grain of wheat. She thought she would plant it to grow more grain for herself.



"Who will help me plant this grain of wheat?" asked the little red hen.

"Not I," said the duck," but I'll sell you some coffee bushes. You'll make lots of money if you grow coffee instead of wheat."

"Not I," said the pig, "but I'll buy the coffee from you when you've grown it."

"Not I," said the rat, "but I'll lend you the money you need to start with."

So the little red hen planted the farm with coffee instead of wheat.

"Who will help me to grow this coffee?" asked the little red hen.

"Not I," said the duck, "but I'll sell you some fertilizer to help it to grow."

"Not I," said the pig, "but I'll sell you some pesticides to keep it free from disease."

"Not I," said the rat, "but I'll lend you the money to buy the fertilizer and the pesticides you need."

So the little red hen worked long and hard. She spread the fertilizers, and sprayed the insecticide on her coffee bushes. Even though it was costing her so much more than it had done to grow her wheat, she kept thinking of the money she would get for it. Then came harvest time.

"Who will help me to sell my coffee?" asked the little red hen.

"Not I," said the duck, "but you'll need my factory to roast and pack it."

"Not I," said the pig, "everyone's growing coffee now and the price has hit rock bottom."

"Not I," said the rat, "but you have to repay all your debts now."

So the little red hen realised that she had made a mistake growing coffee instead of wheat, because she was deep in debt and had nothing to eat.

"Who will help find me something to eat?" asked the little red hen.

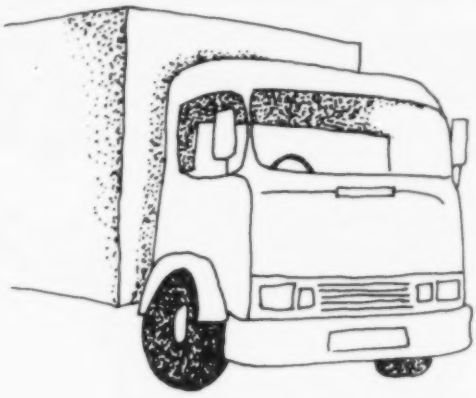
"Not I," said the duck, "you haven't got any money to pay for it."

"Not I," said the pig, "there's not enough to go round since everyone started to grow coffee."

"Not I," said the rat, "but I'll take your land instead of the money you owe me and perhaps I'll let you stay and work for me."

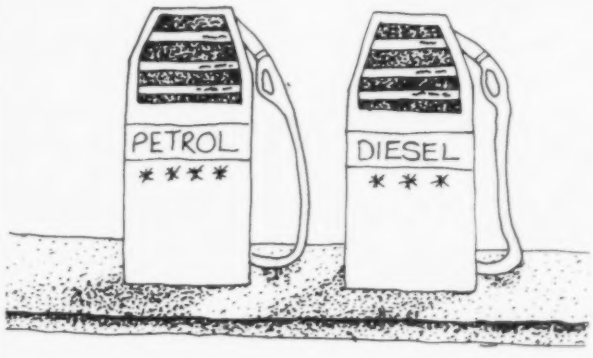
IMPORTANT LINKS IN THE FOOD DISTRIBUTION CHAIN

trucks and roads

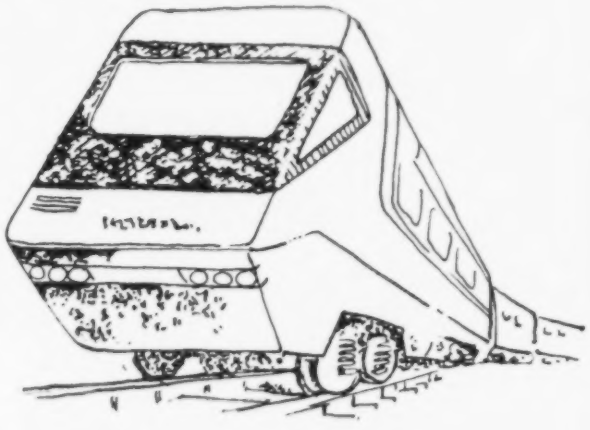


garages and mechanics to keep the trucks on the road

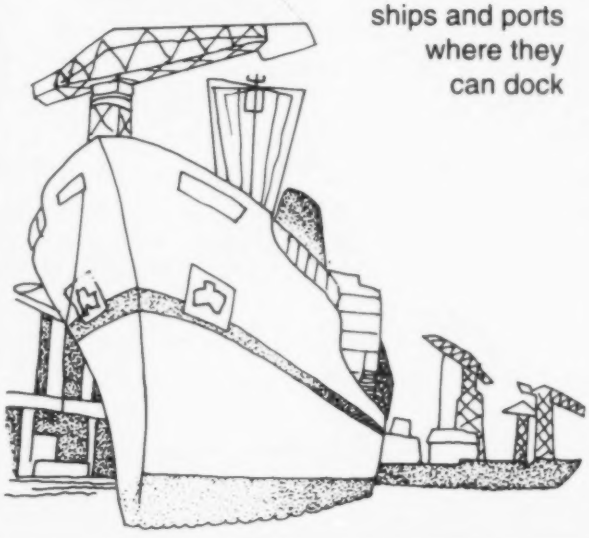
petrol or diesel — fuel for the trucks, trains, ships and planes



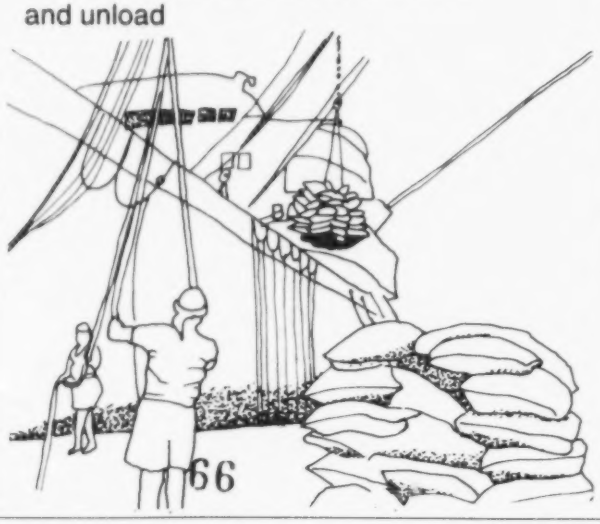
trains and well-maintained railway lines



ships and ports where they can dock



cranes and dockers at ports to load and unload

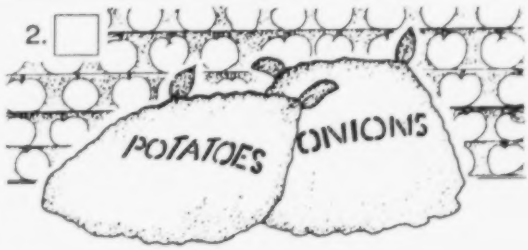


METHODS OF PRESERVING FOOD

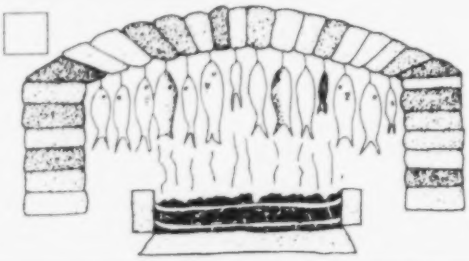
Match the sentences at the bottom of the page with the appropriate drawing of a food preservation method.

1. ☐

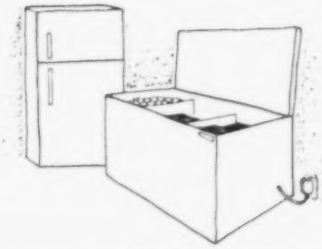
2. ☐



3. ☐



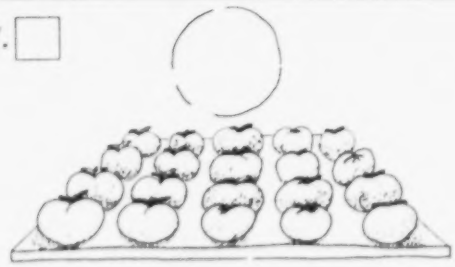
4. ☐



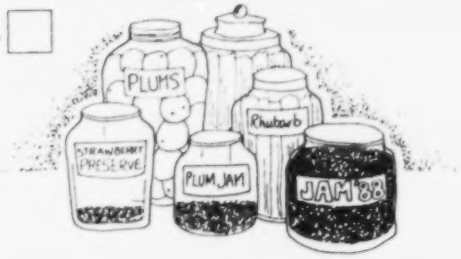
5. ☐

6. ☐

7. ☐



8. ☐



A. Refrigerators and freezers are the most usual modern way to keep food fresh.

B. Foods were first preserved in cans about 100 years ago.

C. Salting has been a method of preserving food for hundreds of years.

D. Many people preserve the produce of their garden by bottling it.

E. Dry foods can be stored in a cool storehouse.

F. Some foods can be pickled in vinegar and spices.

G. Meat and fish have been preserved by smoking for hundreds of years.

H. In hot countries meat, fish and vegetables can be preserved by drying them in the sun.

UNIT H

Food, diet and money

The aim of this Unit is to help children fully realise the inter-relating factors of diet, income and access to food. This has already been introduced in earlier Units but this Unit draws the three strands together through role play and case studies.

* Introduce the subject with some simple questions which will give some indication of children's level of awareness on the subject of how much different foods cost, e.g.

  - What would you eat if you could buy any food you wanted?

  - What foods do you usually regard as luxuries, that you only eat on special occasions? Why is this?

  - What do you think are the cheapest foods that you eat?

  - What do you think are the most expensive foods that you eat?

* H1 is a price list that pupils can use to compare their answers to tha above questions. The list can only provide a rough guide as prices vary tremendously from shop to shop and town to town. Seasons too will affect the prices of fresh fruit and vegetables, whether home-grown or imported.

* H2 is a form on which the range of prices of a list of food items in shops in your area can be noted down and compared. This activity can become part of the role-play exercise which follows if a range of basic food items, that anyone may need to buy in a week, are chosen for price comparison.

  Pupils investigate the prices of the items in different shops in the manner which suits your school and area best i.e. as a homework activity or by taking children out in small groups to the various shops .

* H3, H4 and H5 are to be used for pair or group work in a role play exercise to discover how various inhabitants of a mythical town, Grub Town, deal with their food shopping needs.

* H3 is a map of Grub Town which can be photocopied onto A3 paper and given to each group.

* H4 (i) & (ii) are profiles of eight different characters who live and shop in Grub Town. Small groups of children are each allocated one of the characters. Space has been left for youngsters to illustrate their Character Card.

* H5 is used to guide children in their discussions about how their character copes with their food requirements for a week, taking into consideration the money they have to spend, their proximity to different shops, and the ease with which they can carry and transport food. The sheet offers the word 'impulsive' to describe shopping habits. You may wish to discuss ' impulse shopping/buying' before the exercise is undertaken.

  It is probably best if the three shops on which the exercise H2 was carried out are equated with three of the shops in Grub Town so the price ranges can be incorporated into the children's discussions.

* When all the groups have discussed their characters' shopping habits they could share their findings through dramatisation and/or a wall display.

* Pupils could also say whereabouts in Grub Town would be most suitable for their own family to live; as far as convenience of food shopping is concerned.

* H6 is the story of Cathy, starving to death in the Irish potato famine in 1847.

* H6(iii) is a ranking exercise which accompanies the story of Cathy. The statements are widely spaced and children may find it easier if they cut the statements off in strips so they can physically change the order. Obviously children will discuss the passage and the statements during this exercise and could later defend their order of ranking in a class discussion.

  This activity could follow discussion of the Sudanese story in Unit F.

  The point of introducing the potato famine was also to show that 'famines' aren't just a phenomena of developing countries — although they do tend to be nowadays because these countries lack the sophisticated infrastructure and economic stability which largely prevent food shortages in the industrialised countries. However, everything about the Irish potato famine is true for famines that have occurred in Africa and Asia this century.

* The opportunity can be taken here to ask children if they can think of more recent situations than the potato famine when people died of hunger - African famines will probably come to their minds. The class could discuss why famine situations are less likely to occur in developed countries. Children could be reminded of their discussion at the end of Unit G - what would we eat if our imports were limited and our fuel and power supplies failed.

* **Several recent reports have highlighted the level of poverty and malnutrition affecting familes and young single people in the UK in the 1990's. A MORI survey discovered that around 5 million people are not properly fed by today's standards.**

  The NCH (National Children's Home) Poverty and Nutrition Survey 1990 was one of the largest to have looked at the eating patterns of parents and children living on low incomes and at the comparative costs of providing a healthy and unhealthy family diet.

  The results show just how difficult it is to provide a nutritionally healthy diet for children at present benefit levels. Also, rising interest rates have increased the size of mortgage repayments which has also resulted in a lowering of some families' standard of living.

  The recommended amount of fruit and vegetables is five portions a day. A diet consisting of mainly refined processed foods, such as white bread, cakes, biscuits, confectionary, fatty meat, meat products and fried foods, is generally recognised as one of the causes of ill health in the UK.

* H7 presents these finding in the contrasting case-stories of the Wells and the Neady families, and suggests activities.

* H8 presents the case-stories of Tim and Hazel, and information about young single people suffering from malnutrition

* H9 presents the long-term effects to health of an inadequate diet and some further exercises for students.

People with low incomes are often criticised for wasting money on sweets and snacks for children when they could buy fruit and vegetables. But in terms of dietary energy, sweets and biscuits are much cheaper than fruit.Children need dietary energy (calories), and if they do not get enough they will be hungry and demand more food.
Cost of 100 calories of various snack foods.

	Amount	Cost
Custard cream biscuits	2 biscuits	3p
Sweets	1 small bag	9p
Chocolate bars	1/2 bar	10p
Crisps	1 bag	12p
Carrots	1lb	20p
Banana	1 medium	20p
Apple	3 small	29p
Orange	4 small	35p

Price List of Everyday Foods in a London supermarket - November 1991.

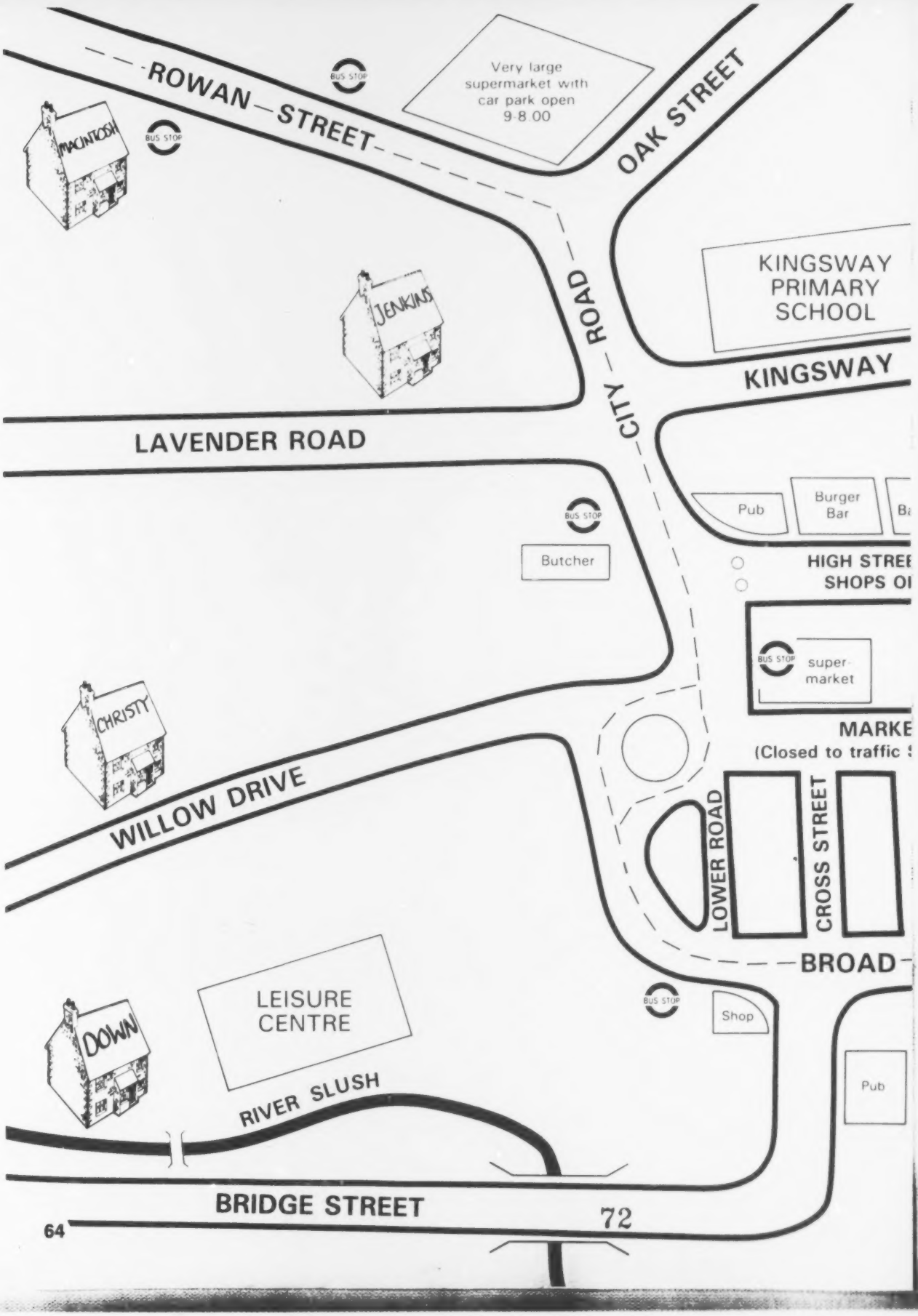
butter 250gm	59p
1 lb cheddar cheese	£1.29
polyunsaturated margerine 500gm	63p
1 pint semi-skimmed milk	28p
1 pint skimmed milk	28p
1 pint whole milk	30p
small fruit yogurt	27p
6 eggs size 3	55p
large white sliced loaf	48p
large wholemeal loaf	64p
1 packet 6 pitta bread	45p
box 80 tea bags	£1.59
small jar instant coffee 100gm	£1.39
1 litre lemonade	64p
1 litre fresh orange juice	72p
1 litre orange squash	72p
branbuds/flakes 500gm.	£1.15
cornflakes 500 gm. packet	89p
muesli 500 gm. packet	86p
porridge oats 500gm.	41p
readymix porridge 500gm.	95p
shredded wheat 18 biscuits.	94p
sugar-coated flakes 500gm.	£1.45
jar of honey 454gm.	89p
jar of jam 454gm.	67p
jar of marmalade 454gm.	64p
jar of marmite 250gm.	£1.59
jar of peanut butter 340gm.	89p
1 packet sweet biscuits 250gm.	29p
1 kilo granulated sugar	66p
1 tin soup 425gm.	34p
dried white beans 500gm.	59p
dried. kidney beans 500gm.	75p
1 tin kidney beans 432gm.	42p
dried lentils 500gm.	65p
brown rice 500gm.	75p

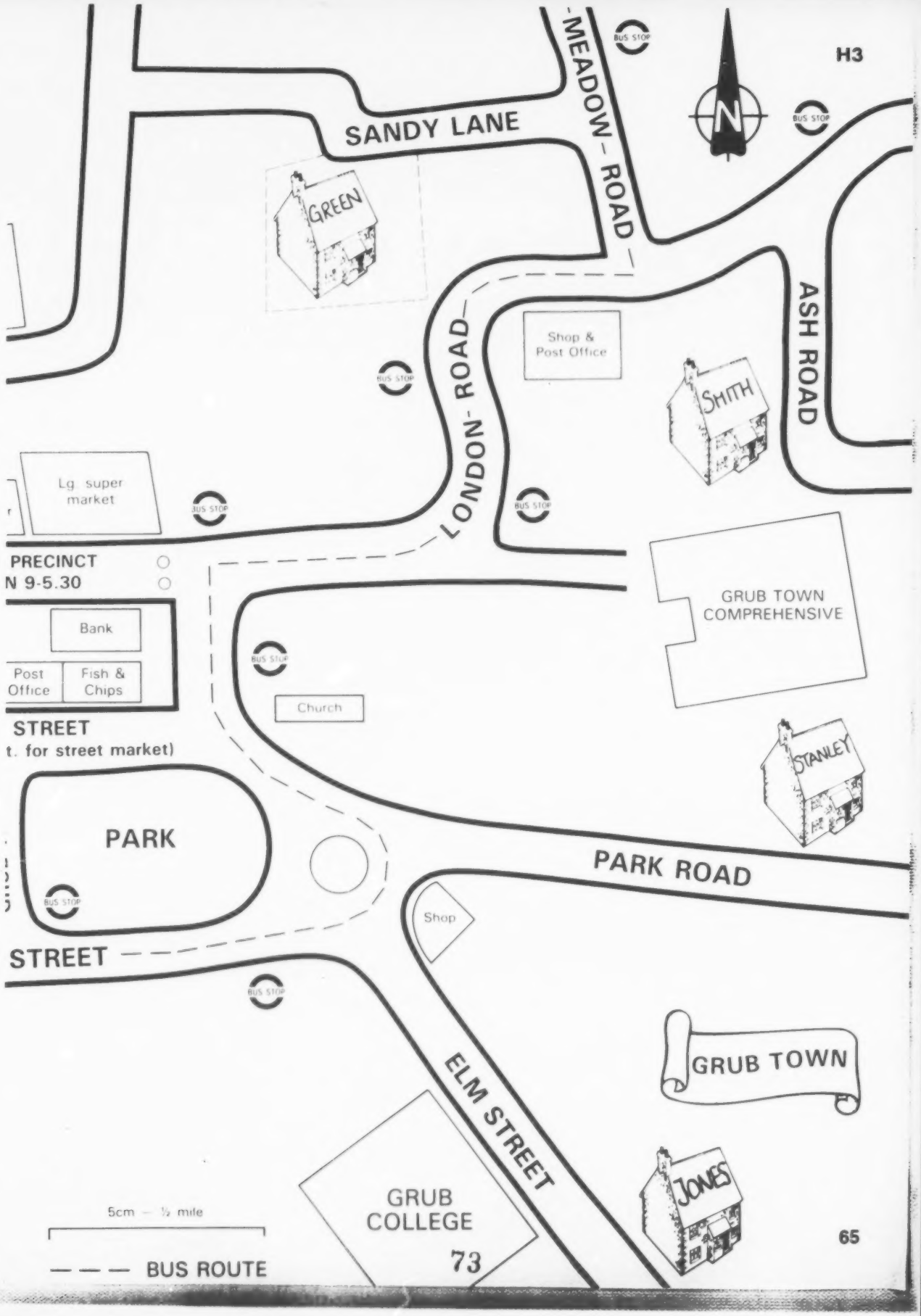
Most dried pulses take a long time to prepare as they need to be soaked overnight and then cooked, sometimes for two hours.

1 litre cooking oil	85p
1lb minced beef	£1.30
1packet 4 beefburgers	85p
1lb chicken	95p
1lb lamb chops	£1.98
1lb pork chops	£1.79
1lb sausages 454gm.	69p
1lb braising steak	£2.88
1lb frying/grilling steak	£3.16
1 tin tuna fish 198gm.	56p
1lb fresh cod/haddock	£3.39
4 ports. cod & parsley sce.	£2.99
1 pkt. 10 fish fingers	99p
1 tin baked beans 447gm.	27p
1 tin carrots 298gm.	28p
2lb frozen garden peas	99p
1 tin garden peas 298gm.	31p
instant mashed potato 454gm.	99p
1 packet spaghetti 500 gm.	59p
1 tin spaghetti hoops 425gm.	29p
aubergine- per lb	79p
1lb broccoli	69p
1lb brussels sprouts	34p
medium- size cabbage per lb.	19p
1lb carrots	22p
cauliflower (each)	65p
1lb courgettes	59p
1 cucumber	49p
1lb greens	45p
1lb leeks	62p
1 lettuce	65p
1lb mushrooms	£1.20
1lb okra	£1.75
1lb onions	28p
1lb red or green peppers	89p
1lb plantain	99p
1lb potatoes	21p
1lb sweet potatoes	65p
1lb tomatoes	69p
1lb yams	58p
1lb apples	49p
1lb bananas	49p
oranges - each	25p

This list can be only a rough guide as prices will vary tremendously from place to place and even from shop to shop in the same town. The seasons too will affect the prices of fresh fruit and vegetables, whether home grown or imported.

Compare the prices of basic foods by finding out how much they cost at:			
Food Items	Your local Grocer	Largest supermarket in the area	Another supermarket
TOTALS			


ROWAN STREET
BUS STOP
Very large supermarket with car park open 9-8.00
OAK STREET
MACINTOSH
BUS STOP
KINGSWAY PRIMARY SCHOOL
JENKINS
CITY ROAD
KINGSWAY
LAVENDER ROAD
Pub
Burger Bar
BUS STOP
Butcher
HIGH STREE
SHOPS OI
BUS STOP
super-market
MARKE
(Closed to traffic
CHRISTY
WILLOW DRIVE
LOWER ROAD
CROSS STREET
BROAD
LEISURE CENTRE
BUS STOP
Shop
DOWN
RIVER SLUSH
Pub
BRIDGE STREET
72


H3
SANDY LANE
MEADOW ROAD
BUS STOP
N
GREEN
Shop & Post Office
SMITH
ASH ROAD
LONDON ROAD
Lg. super market
PRECINCT
N 9-5.30
Bank
Post Office
Fish & Chips
STREET
t. for street market)
GRUB TOWN COMPREHENSIVE
Church
STANLEY
PARK
PARK ROAD
Shop
STREET
ELM STREET
GRUB TOWN
GRUB COLLEGE
JONES
5cm — ½ mile
BUS ROUTE
73
65

Mr. Jenkins lives in a specially converted flat at 32a Lavender Road. He is 49 and confined to a wheelchair. He has £24.00 a week to spend on food but he has two cats too.	Felicia Macintosh lives at 57 Rowan Street. She is a student and shares the house with four other students. She has about £10.00 a week to spend on food. The students often cook joint meals, they are all vegetarians.
Mr. & Mrs. Smith live at 26 Ash Road. They do not have a fridge or a car. They are old age pensioners of 70 years. Mrs. Smith is bedridden but Mr. Smith is quite fit. He has £26.00 a week to spend on food for them both.	Ms. Stanley lives at 74 Park Road. She is 30 years old with a six year old child. She is a teacher. She has a car. She spends about £35.00 a week on food and drink.

74

Mr. & Mrs. Christy, John 16 and Eliza 11 live at 22 Willow Drive.
They are a two car family.
Mr Christy is Managing Director of a local firm. Mrs. Christy doesn't work.
Mr. & Mrs. Christy often entertain and may spend over £90 a week on food and drink.

Jimmy Down lives in a bedsit at 123 Bridge Street.
Jimmy is unemployed.
He loves his motorbike and he spends a lot of his unemployment money on spare parts.
He smokes heavily and spends several nights a week in the pub. He spends about £12.00 a week on food and does not have a healthy diet.

Mr. & Mrs. Green and her father Mr. Oakley, and David 6, Gillian 8 and Mary 12 live at 10, Sandy Lane.
Mr. Green is a plumber but he, Mrs. Green and Mr. Oakley also grow vegetables and keep chickens on their one acre of land.
They eat their produce and sell some to local shops and on a stall in the market on Saturday.
They have an old van which all the adults can drive.
They spend about £40.00 a week on food.

Mr. & Mrs. Jones, Casey 3 and Billy 11 months, live at 86 Elm Street.
Mr. Jones is a travelling salesman and is often away for two or three days at a time.
Mrs. Jones does not have a car.
She does not work.
She spends about £36.00 a week on food.

Below is a passage about shopping in Grub Town. You can make it be about your character's shopping habits by selecting the appropriate words from the choices given in the brackets. Sometimes you have to fill in a gap with the words you think best.

Use a pencil so you can easily change your mind about your answers as you discuss the passage and your character's possible shopping habits. Write the name of your character at the beginning of the first sentence.

_____ lives at _____.

She/he has £ _____ a week to spend on food. This (is/is not) enough to buy all the food she/he needs to buy for a healthy diet. She/he usually shops at _____ _____ on _____ Street because it is (cheapest/and/nearest).

This shop (is/is not) convenient to get to by bus. She/he (can/cannot) walk there. She/he (has/has not) got a car. She/he (is/is not) an active person and walking and travelling (are/are not) easy. She/he goes shopping (once/several times) a week. Getting the shopping every week (is/is not) an easy job because (it is/it is not) easy to carry the food home.

_____ (has/has not) a lot of time to do the shopping.

The best time of day for her/him to shop is _____ am./pm. At this time of day the shop is (busy/quiet) and there is a (good/poor) selection of food on the shelves. Because she/he has (plenty of/not much) money to spend she/he is very (careful/impulsive) when shopping.

_____ (can/cannot) afford to buy lots of fresh fruit and vegetables. She/he (can/cannot) afford to spend a lot of money on sweets, cigarettes and alcohol.

When you have finished discussing your character's shopping habits, rewrite the passage which is now about your character. You could also add anything else you think affects your character's shopping habits.

Also, you could draw a picture of your character.

76

Cathy

"The worst sufferers were the children; starving children were skeletons, many too far gone to be able to walk. The skin over the chest-bones and upper part of the stomach was stretched so tight that every curve of the breastbone and ribs stood out."
'The Great Hunger' Cecil Woodham-Smith

"Africa 1992?"
"No, Ireland 1847."

Cathy is ten years old and she's starving to death.

Cathy has had nothing to eat for over a year but cabbage leaves, raw turnips, and occasionally some meal (fine grounds of maize, which mixed with water makes a kind of poor quality porridge.) Cathy's grandmother, and two of her younger brothers have already died from illnesses that come with starvation. Yet boat-loads of wheat, meat, barley and bacon leave Ireland every day.

Cathy used to be strong and healthy, and so did her four brothers and sisters. Like most people in Ireland she used to live on potatoes. The family grew their own potatoes on some of the land they rented from a farmer. They also grew some wheat but that was sold to pay the rent.

Usually they had enough potatoes to last most of the year but everything started to go wrong in the Autumn of 1845. After an unusually wet summer many people found their potato crop had been ruined by potato blight and their potatoes were black and rotten.

Potato blight is a fungus which turns first the leaves of the potato plant, and then the potatoes, black and rotten. In 1845 Cathy's family only lost half their crop and they managed to get through the next year. They sold their pig, and their furniture and clothes so they could buy food and seed potatoes to plant. They also grew their wheat crop so they would have the money from its harvest to pay the rent. If they didn't pay the rent they would be turned off the land and be homeless. There are already many poor people to whom this has happened, they wander the roads begging for food and living in ditches.

The people hoped for a good potato crop in 1846 but it was worse. All the potatoes grown in Ireland were destroyed by potato blight. This means that the millions of Irish people who live on potatoes have nothing at all to eat but what they can beg or scavenge in the fields.

Last winter the British government in London occasionally gave out some maize meal which they imported from America, but this year, although more people are starving, they haven't given any. Cathy doesn't know that this is because they don't have nearly enough to feed all those who need it.

For a few months Cathy's father was lucky and was able to work as a labourer digging a road on a public works scheme. For this he was paid 10 pence a day. 10 pence with which to feed all the family and the price of corn-meal going up all the time. Now the government has stopped the public works. Cathy doesn't know that this is because they've decided that they cost too much money. All Cathy knows is that she and her family, like thousands of others, have no money and no food but the shops in the town nearby are full of meat and bread.

Cathy has considered taking her younger brother and sister to the workhouse where they might receive a cup of thin soup every day. But the workhouse is full and there are always lots of people waiting outside.

Also, every day more and more people in the workhouse are dying of typhus and bacillic dysentery.

They've decided they'd rather just stay in their cabin. None of them have any energy to go out into the snow and search for food. If they are fortunate maybe their landlord will pay for them to emigrate to Canada so he can get rid of them — they've heard that lots of landlords are doing that now. Otherwise there is nothing else to do but lie on the mud floor and wait for the merciful release of death.

The potato famine lasted for another two years.
Over 1 million people died and over $1\frac{1}{2}$ million people emigrated to Canada and America during this time.

78

RANKING EXERCISE

Here are 10 statements about the passage. Put the statements in the order in which they are the **most true and important reason** why so many people died in Ireland during the potato famine.

In the 1840s most Irish people depended on one crop for their livelihood.

✂

There was no food for anyone to eat.

✂

The people who suffered most were those who had no money.

✂

Most people didn't own their land.

✂

People sold all their possessions so they could buy food.

✂

No relief was provided by the government.

✂

The government didn't really care about the people who were starving.

✂

It was the people's own fault that they starved.

✂

There was not enough food for everybody to eat.

✂

Many people died of sickness and disease caused by malnutrition.

THE COST OF A HEALTHY DIET

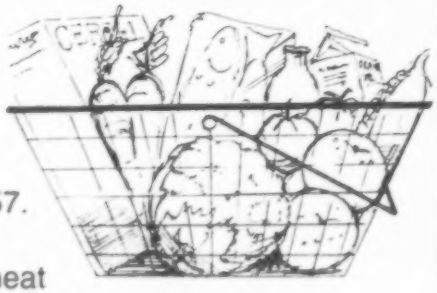
The Wells family- John, Carol and 12 year old Susie. John and Carol have a combined disposable weekly income of £230.

The Wells family spend £33.72 a week on food, but this is only 14.7% of their weekly budget (excluding housing).

The Neady family - Ginny and her two children, Jason aged 14 and Sharon aged 8 live on Income Support which gives them a disposable weekly income of £60.84.

The Neady family spend under £26.16 a week on food, but this is 34% of their weekly budget.

A recent survey showed that it costs approximately £5 a week more to eat healthily.



The cost of an average 'healthy' basket of food is £33.49.

The cost of an average 'unhealthy' basket of food is £28.57.

The increased cost comes from buying leaner, lower fat meat and dairy products, and greater amounts of bread, cereals, fruit and vegetables.

Using the price list (H1) make up two shopping baskets, one for the Wells family and one for the Neady family.

Then design the menus for the families for a week. Can you provide the Neady family with a healthy diet for a week?

Now imagine that the Neady family had no cooker - this is the situation for some families on Income Support. Now what kind of weekly diet would they have?

MALNUTRITION IN THE UK

Tim

Tim is 19 and he's been looking after himself for 5 years. He's had a hard time because he's never been able to find a home that he could afford and he can't get a job because of homelessness.

He has to keep moving around. He's stayed in hostels, slept in the backs of cars, beach huts, fields, old huts, anywhere that's dry.

"Sometimes I've not eaten for a week. I've walked along the street seeing double, feeling faintish and having to sit down every two minutes walk. If by chance there's scraps on the ground you'll pick them up and eat them, disgusting but you have to do it.

"I've taken vegetables from people's gardens: potatoes, carrots, leeks, I eat them raw. I've stolen food to eat, just to keep myself going. Then if there was nothing to steal I'd starve. I don't like stealing but I suppose if you want to live you have to do it, you're forced into it.

"The worst was when I slept for three days. I just shut off. Luckily one of my friends came along and happened to see me. When I woke up I didn't know what year it was, what day it was.

"When you're starving you keep being sick and vomiting, bring blood up. You get hot and cold sweats and generally feel weak.

"If I'd known where I'd be today I wish I'd never been born."

Hazel

Hazel left a children's home at 16, hopeful and happy. She got a YTS place and a council flat. She scraped by on the £28.00 a week which the YTS paid until she got her first electricity bill for £200. Paying this off at £15.00 a week left very little for the Community Charge, bus fares, toiletries and food. Hazel starved herself trying to make ends meet and became ill.

"My kidneys collapsed and I was taken into hospital. They kept me in for a couple of weeks and built me up. When I got out the same thing happened again, my kidneys collapsed and now I'm in and out of hospital all the time with kidney problems.

"When I came out of hospital and returned to my YTS place I was sacked because I'd been away so I didn't get any money. I had to beg and borrow. I became ill again.

"My doctor thought I kept getting ill because I was young and didn't know how to look after myself. He made me a weekly diet sheet but I couldn't keep to it because I couldn't afford it. The doctor gave me letters to take to the DSS so they'd give me some money but they said I should get a job. But I can't get a job because of my kidneys, I have to keep having time off.

"I need clothes and furniture but now the Social Security only gives loans which I'd have to pay back. It's a relief to go into hospital where there are people to take care of me."

LONGTERM EFFECTS OF EATING LITTLE

A doctor says:

"Children and young people are being damaged both physically and mentally by poverty."

"If you eat a low calorie, low energy, low volume diet for a considerable period of time your stomach shrinks and it's quite difficult to eat normally when you start to eat again."

Young people living on a poor diet get conditions like anaemia, and chest infections. They are more likely to fracture their bones because their bones don't develop properly. Young women stop their menstrual periods. Also you don't get healthy babies from unhealthy mothers who have lacked proper nutrition.

There's an effect on mental health too; young people get depressed and there's the possibility of attempted suicide and successful suicide.

Why are young people in the UK starving in the 1990's?

It is the result of government legislation in the Social Security Act of 1988 which imposed age-related benefits.

16 and 17 year olds cannot claim any income support as the government feels that they are supposed to be living at home and going to school, or partially earning a living through a YTS placement or a job. This shows a serious lack of understanding of why young people leave home; once they leave home they need help not punishment.

19 year olds do receive some benefit but not as much as a 25 year old, although doctors agree that the younger people need a better nutritional diet which can cost more.

In 1991 a survey into the diets of young people showed that the cheapest basket of easily prepared food was £18.46 for a week.

Visit the shop(s) where your family usually buys food, and make a list of what you would buy with £18.46 to feed yourself for a week. (You may find it easier if you take a pocket calculator with you.)

Does it provide you with a balanced diet?

What couldn't you afford that you would like to have had?

Many young people on YTS or income support can't even afford to spend £18.46 on food. They also have to buy toiletries and clothes and pay bills and Community Charge out of a weekly income of about £28.00.

UNIT I

Food and war

The aim of this Unit is to show children how disruptive war can be to a country's food supply, first by taking an historical perspective and looking at the effects the Second World had on the distribution of food within the UK, then by looking at how war has affected Lebanon which has been a scene of conflict for the past sixteen years.

* Ironically, the Second World War was a time when a proportion of the populace in fact improved their diet. Unemployment, which had been high in the 1930s was reduced, and through rationing there was an equal distribution of food. Certain groups,. i.e. children under five, pregnant women and lactating mothers, and those doing heavy manual work were entitled to more of certain kinds of food. However, those doing really heavy manual work still did not get enough food despite their increased ration, and people still needed to be earning enough money to be able to take up all the ration allowance for their family. The diet may have been boring because it lacked variety but many people had a nutritionally better diet in that they were eating less fat and more fibre. It will probably be necessary to discuss 'conventional warfare' with the class so as to ascertain their general understanding of what war can mean to a country. Then, looking at the map, I1, they could consider how war would have disrupted food supplies and affected food prices.

* I1 is a world map showing the countries from which the United Kingdom was importing food in 1939. (NB. It is a 1988 map, not a pre-war map.)

* I2 attempts to explain the way the government controls what farmers grow. Farmers will only produce certain food products if it is worth their while i.e. they know they will get an improved price from the food manufacturers or wholesalers. If food coming in from abroad is undercutting the prices they need then they will simply stop producing. This is the case in many developing countries. Donated food aid undercuts locally grown produce so farmers cease farming as it is no longer worth their while. These farmers need government subsidies to encourage them, as UK farmers have had since 1938.

  British farming has a history of growth and slump that co-relates to times of war and peace. During a time of war, when food supplies are threatened by enemy blockade, the government has realised the need for the United Kingdom to be more self-sufficient in its food supply. They have then encouraged farmers to grow certain staple foods by guaranteeing prices — also, of course, the competition from overseas produced food largely disappears. However, once peace is regained and cheap overseas food is again available then the government has removed their guarantees, their subsidies, to farmers. This happened after the First World War, although not totally until the 1929 'crash'. This had repercussions on agriculture as the need to take the cheap food from abroad became ever more important with the reduction of spending power among the populace.

  In 1938 farmers were again urged to grow food for Britain and this was the beginning of the boom in farming that has only come under attack in the 1980s. For at the end of the Second World War it was felt that never again should the United Kingdom be in the vulnerable position regarding food supply that it was in 1939. Government subsidies have been continued until the UK is in the present situation where we could, in fact, be virtually self supporting although our diet would be limited. The development of fertilizers, pesticides and new varieties of seeds have enabled farmers to get higher and higher yields from their land resulting in the current surplus of food in the industrialised world.

* The government was not completely unprepared in 1939, despite the unpreparedness of farmers. Public Information Leaflet No. 4 — Your Food in Wartime — prepared in July 1939, a few weeks before war was declared, and issued from the Lord Privy Seal's Office, stated that the government had been stockpiling food for the past 18 months and over 20 million tons of food was currently being imported.

Householders were encouraged to stockpile: meat and fish in cans and glass jars, (this was before wide possession of fridges, let alone freezers), flour, suet, dried milk, sugar, tea, cocoa and plain biscuits.

* Rationing had been introduced late in the First World War because food shortages were severely affecting certain sections of the populace. In time of war it is, of course, important to have your population as healthy and fit as possible, particularly when they are employed in the production of munitions and war supplies. In WW2 rationing was welcomed in January 1940 by those who remembered gross unfairness in access to food in WW1.

* I3 is a facsimile of the form sent out in September, 1939 in order to register the population and collect information for the issuing of ration books and identity cards.

* I4(i) shows a ration book and explains how rationing worked. I4 (ii) gives the amount of rationed food each person was allowed.

* I5 is a selection of wartime recipes.

* Activities using this information could include:
  - measuring out a week's rations for one person and displaying it;
  - cooking some of the recipes;
  - children could work out their family's collective ration for a week and try to work out a menu for a day of the week. This could also be a homework activity that involves the whole family.
  - Invite a woman in her sixties or seventies who has clear memories of the war and rationing to come and talk to the class about managing on the ration.
  - invite a farmer to come and talk about farming just before and during the war.
  - Discuss how different life would have been for town dwellers and country dwellers during WW2.

also

  - Children could make their own recordings or interviews with family members who have memories of the war and rationing. The preparing of questions to put to either a speaker or for an interview is an important activity in itself.
  - Pupils could look back at the family case studies in Unit E and see how possible their diets would have been in World War 2.
    They could re-write the menu for one of the families eliminating foods not available and making up the menu with what was available e.g. vegetables and bread.

* I6 (i) and (ii) describe the formation of UNICEF (The United Nations Children's Fund) to deal with the thousands of children in Europe suffering from the effects of malnutrition after WW2. It goes on to explain how UNICEF's work was extended into helping children in developing countries.

* I7 is some suggestions for activities in connection with UNICEF and the United Nations. Displays could be for the school or you might like to try to find a wider audience by approaching your local library or town hall; a good opportunity for children to write purposeful letters.

  It is hoped that your work on the project will culminate in a sharing of what the children have discovered and learned with a wider audience, in which case this display could form just a part of a larger exhibition.

* I8 is a case study of Lebanon, a country which has suffered the effects of armed conflict for the past ten years.

* After reading this case study children could draw up a list of similarities and differences between the food situation in Lebanon and that in the UK during WW2.

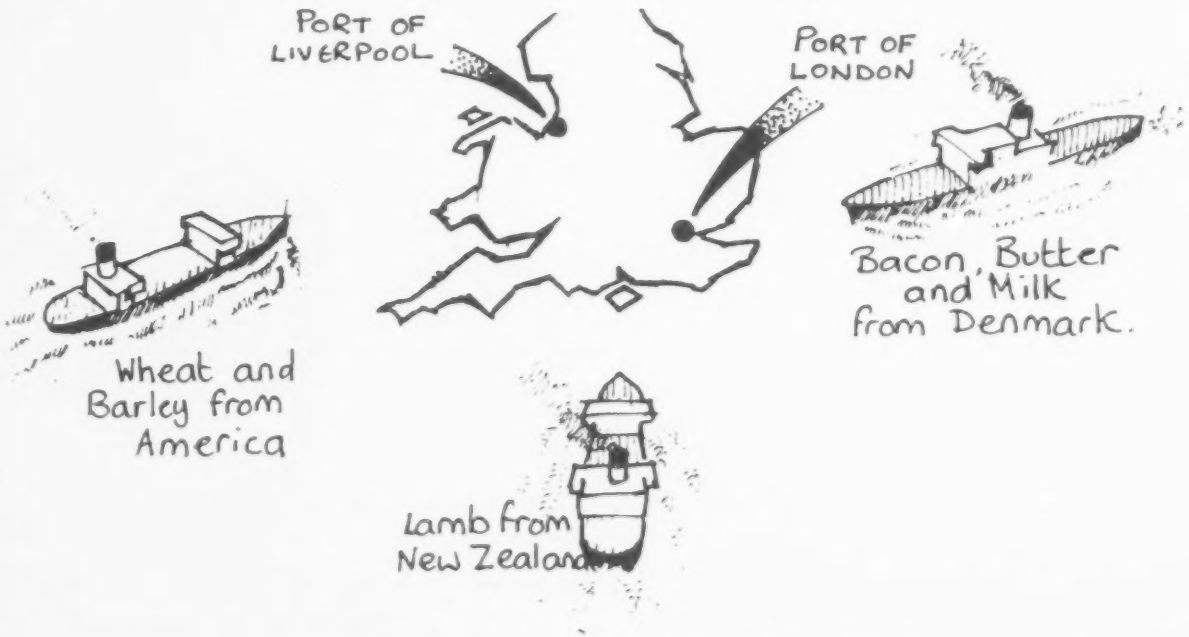
In 1939 Great Britain was importing two-thirds of her food. Food was imported from North America, Argentina, Australia, New Zealand, Denmark and the Caribbean.
Wheat for bread came from Canada and the US, cheap beef from Argentina, cheap lamb and mutton from New Zealand and Australia, and also dairy products. Bacon and dairy products came from Denmark and oranges and bananas came from the Caribbean.

85

86

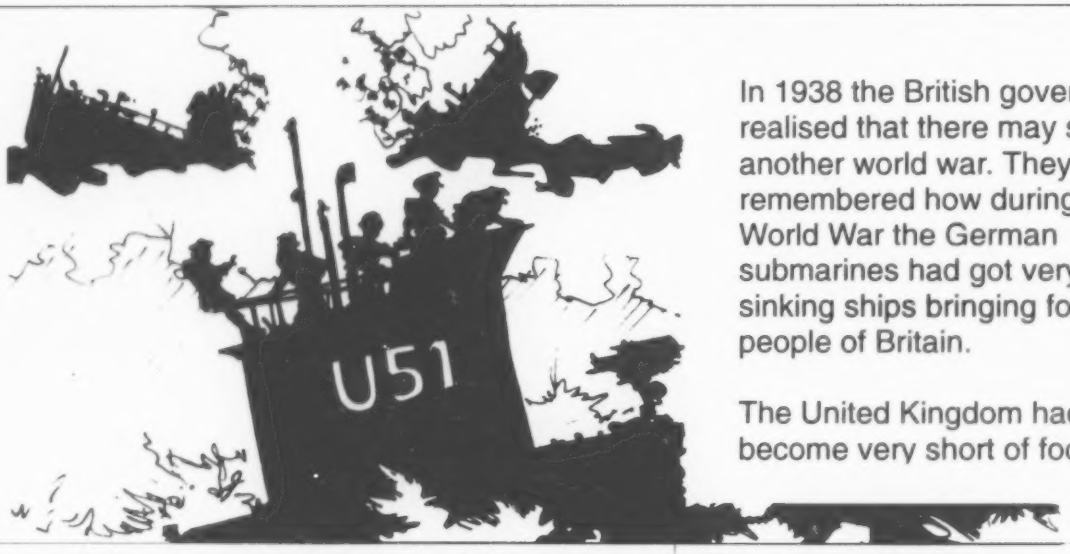
1938 — Why Farmer Giles changed his farming habits and started to "Grow For Britain"

In 1938 Farmer Giles kept a small herd of cows. He kept the heifers for their milk, and the bullocks he fattened for good quality beef. He grew potatoes, cabbages, turnips, swedes and brussels sprouts. He also grew some lettuces and tomatoes in the summer months.



Wheat and barley for bread, lamb, beef, bacon, butter and milk for cheese were imported because they were cheaper to buy from countries overseas than it was for farmers in this country to grow them.

87



In 1938 the British government realised that there may soon be another world war. They remembered how during the First World War the German submarines had got very good at sinking ships bringing food to the people of Britain.

The United Kingdom had become very short of food.

In 1916 the government had to quickly pay farmers to grow more food, particularly grain for bread, and potatoes.

When farmers receive a promise from the government that they will get a good price for their crops, this is called a **SUBSIDY**.

Farmers are businessmen, they grow only what it is profitable for them to grow.

In 1938 farmers were not growing wheat and barley because the imported grain from North America was much cheaper. Farmers in North America had thousands of acres of prairie on which they grew millions of tons of grain very cheaply.

"UNICEF – Caring for children everywhere"

Once again the government promised to pay British farmers a good price for crops of wheat, barley and oats. Farmers were asked to grow far more potatoes and other vegetables. Farmers in the hills were asked to breed sheep for lamb and mutton. The idea was to make Britain **self-sufficient** in food so that she could not be starved into defeat.

When war broke out in September, 1939, farming became a protected job — people working on the land could not be called up to join the army. To increase the workforce women could join the Women's Land Army, and later in the war, prisoners-of-war were sent to work on farms.

THIS FORM WAS SENT TO ALL HOUSEHOLDS ON 29th SEPTEMBER, 1939.
A form had to be completed for everybody in Great Britain so that the government could use the information to issue Ration Books and Identification Cards.

AREA LETTER CODE

N.R.27

000,000

NATIONAL REGISTRATION

NEW REGISTRATION AND DECLARATION FORM

SURNAME AND OTHER NAMES A separate form of return must be used for each person. *Enter Surname first in Block Capitals.*				PRESENT RESIDENCE State Full Postal Address.
A.				B.
SEX. (M. for male F. for female.)	BIRTHDAY (Day and Month.)	YEAR OF BIRTH	CONDITION AS TO MARRIAGE. State whether "SINGLE," "MARRIED," "WIDOWED," or "D." if marriage dissolved by divorce.	PERSONAL OCCUPATION State Occupation or calling followed. If wholly retired, add "Retired" after the statement of Occupation. Indefinite terms such as "Labourer," "Moulder," "Machinist," "Accountant," must not be used, but instead describe occupation precisely as "Builder's Labourer," "Iron Moulder," "Capstan Lathe Hand," "Wood Machinist," "Chartered Accountant," and so on. If a person engaged in any work, write "Heavy Worker" after the statement of Occupation. If a child at school, write "At School."
C.	D.	E.	F.	G.

SPECIMEN

DECLARATION AS TO GROUNDS FOR PRESENT REGISTRATION

If hitherto serving in H.M. Armed Forces and now Discharged, state Service, Rank, Ship, Regiment, Squadron, etc., and Number if any :—		
If hitherto registered in Mercantile Marine Register and not now in employment qualifying for M.M. Register, produce M.M. Identity Certificate* and enter serial number		
If previously registered in National Register and lately returned from voyage outside United Kingdom, produce Passport or Identity Card and enter Identity Card number		
In Any Other Case :— State where resident (full postal address) on National Registration Day, the 19		
If not then resident in United Kingdom, state Port and Date of Landing in U.K. —	Port	Date
State reason why not already registered in National Register :—		

I hereby declare that the above particulars are true to the best of my knowledge and belief, and that the Applicant is not, so far as I am aware, already registered in the National Register.

Signature of.....
† The Applicant.
† The person having charge of the Applicant.

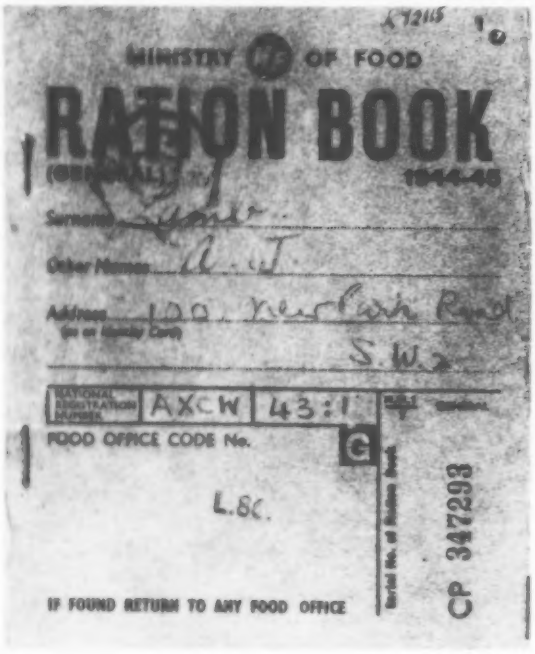
Date.....

* The Mercantile Marine Identity Certificate must be collected upon N.R. registration and sent to the Central Index with the Transcript Card.
† Cross out whichever is inapplicable.

(C8984) 20 12 2,000 5/39

90

Food Rationing took place in the UK from 1940-1954


MINISTRY OF FOOD

RATION BOOK

(ORIGINAL)

1944-45

Surname Lamb

Other Names A. J.

Address 100 Norbury Road S.W.2

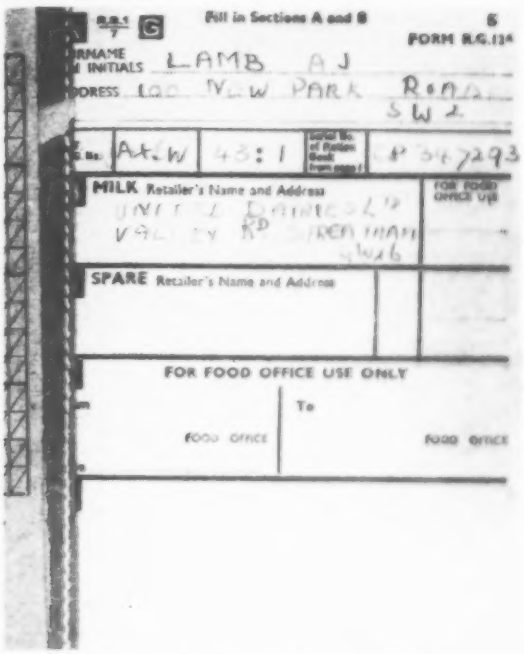
AXCW 43:1

FOOD OFFICE CODE No. G

L.8C.

IF FOUND RETURN TO ANY FOOD OFFICE

CP 347293


Fill in Sections A and B

FORM R.G.13A

SURNAME LAMB

INITIALS A J

ADDRESS 100 NORBURY PARK ROAD S W 2

AXCW 43:1

CP 347293

MILK Retailer's Name and Address

SPARE Retailer's Name and Address

FOR FOOD OFFICE USE ONLY

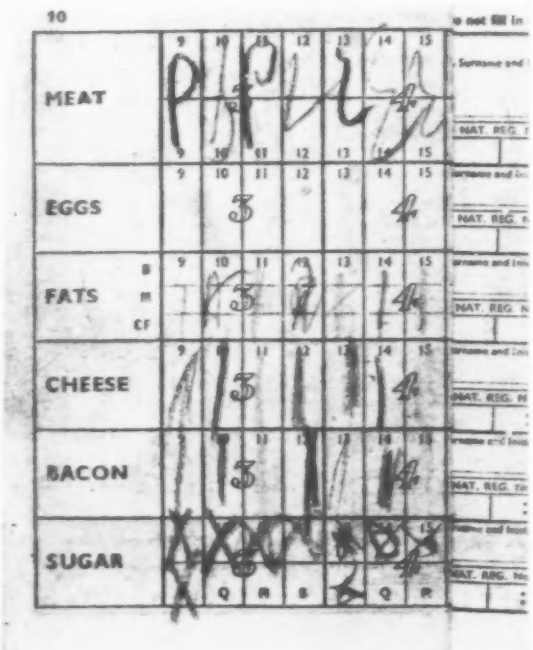
To

FOOD OFFICE

FOOD OFFICE

Everyone, even newborn babies, was issued with a Ration Book. People had to register with the shops where they would go to buy their food. People still had to buy food but everyone was limited to buying the same amount — whether they were rich or poor.

At first Ration Books had stamps which the shopkeeper tore out when the ration was bought. Later the books were marked with an indelible pencil.


10

MEAT

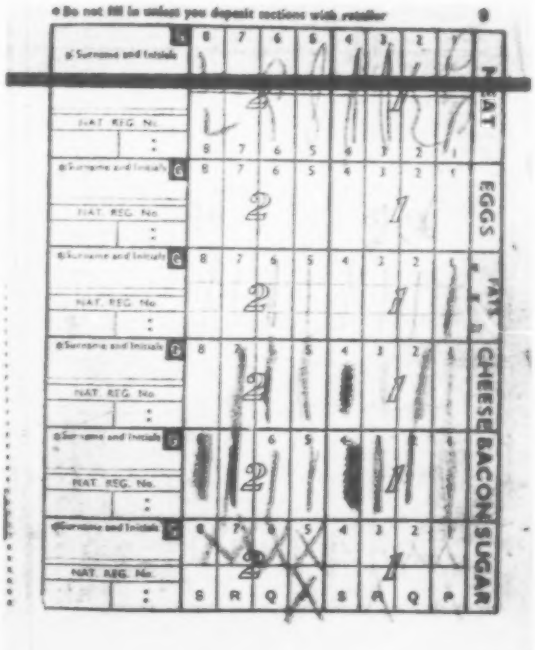
EGGS

FATS

CHEESE

BACON

SUGAR


MEAT

EGGS

FATS

CHEESE

BACON

SUGAR

91

This list shows how much food <u>each person</u> was allowed for:

<u>one week</u>		**<u>one month</u>**	
sugar	- 8oz 227gms	jam, marmalade, sugar and treacle	- 8oz 227gms
tea	- 2oz 57gms	chocolate & sweets	- 8oz 227gms
cheese	- 1oz 28gms		
bacon/ham	- 4oz 113gms		
butter	- 4oz 113gms		
cooking fat	- 2oz 57gms		

Milk –	children under 5	- 7 pints	(this is a
	children and adolescents	- 3½ pints	weekly
	expectant mothers	- 7 pints	allowance)
	nursing mothers	- 7 pints	

Children in school also received free milk- ⅓ pint every day, there was also an allowance of canned condensed milk.

Orange juice, cod liver oil and blackcurrant puree were free to young children.

eggs	- the priority was for nursing and expectant mothers	- 4 a week
	children	- 3 a week
	for most people less than	- 1 a week

dried egg - 1 packet contained the equivalent of 12 eggs.

This was used for all cooking purposes, including omelettes. In 1943 the ration was 1 packet every 4 weeks.

meat - was rationed by price - 1s.10d (9p) a week per person. People could choose whether to buy a small expensive cut of meat or more of the cheapest meat. Some weeks there would be an additional allowance of corned beef or spam.

fish - supplies of fish varied as fishing became a very dangerous occupation. Fish was preserved by salting it. People near coastal fishing villages had more opportunity to buy fish than those further from the sea.

oranges - all imported food was likely to vary in quantity as merchant shipping was in danger of being torpedoed. When oranges were available the ration was 1lb a head but children and expectant mothers always got priority. Again, people living near ports were more likely to get oranges Bananas disappeared completely for the duration of the war.

haricot beans - from America were first used as a source of protein during the war.

Potatoes, vegetables and bread were never rationed during the war. People grew their own vegetables and kept chickens and pigs. Vegetables were grown in public parks. These home-produced foods were called 'ship savers'.

MINISTRY OF FOOD

WAR COOKERY LEAFLET Number 11

DRIED EGGS

The Ministry of Food package contains 12 eggs for 1/9d.(9p). The dried egg is pure fresh egg with no additions, and nothing but the moisture taken away. It is pure egg, spray dried.

Eggs are a very highly concentrated form of food. They contain first-class bodybuilding material. They also help us to resist colds and other infection because of their high protective properties.

Eggs are easily digested, and for this reason are especially good for children and invalids.

Dried eggs are just as good as fresh eggs, and should be used in the same way. They are very useful for main dishes. Here are some recipes for a variety of appetising dishes in place of meat, fish or cheese and which are particularly suitable for dried egg.

HOW TO RECONSTITUTE DRIED EGG

1 level tablespoonful egg powder)
2 level tablespoonful water) equals 1 egg

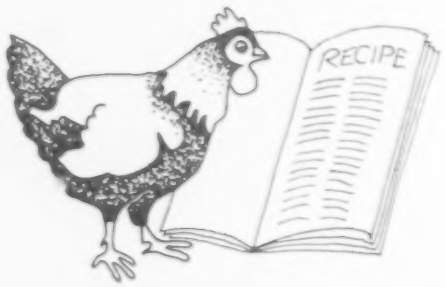
Mix the egg and water and allow to stand for about five minutes until the powder has absorbed the moisture. Then work out any lumps with a wooden spoon, finally beating with a fork or whisk.

TREAT LIKE FRESH EGGS

After reconstituting the egg use at once. Do not reconstitute more egg than necessary for immediate use.

ENGLISH MONKEY

(economical Scrambled Eggs)
1 egg (reconstituted);
1 cup of stale breadcrumbs;
1 cup of milk;
½ cup cheese (grated);
1 tablespoon margarine;
½ teaspoon salt;
Pepper.



Method - Soak the breadcrumbs in the milk. Melt the margarine in a pan, add the cheese and when melted add the soaked breadcrumbs and the egg (well beaten) and seasoning. Cook for 3 minutes. Spread on toast.

"UNICEF – Caring for children everywhere"

POTATO AND FISH CAKES

4oz flaked cooked fish
8oz mashed potatoes
1 teaspoon finely-chopped parsley
Salt and pepper
½ teacupful thick white sauce
Frying fat - optional

Method - Flake the fish free of bone into a basin. Add the hot mashed potato, parsley, salt and pepper, add the sauce, form into a firm square and set aside to cool. Shape into six or eight round even-sized portions, coat with flour and water batter, drain and toss in dried crumbs, patting them on well. Fry in smoking hot fat on both sides until golden brown, or bake in the oven.

SURPRISE POTATO BALLS

1 lb cooked potato
1 large carrot, grated
1 teaspoon chopped parsley
A little sweet pickle
Salt and pepper
A few teaspoons of milk, if necessary
Browned breadcrumbs

Method - Cook the potatoes and beat them well with a fork. Add the grated carrot, parsley, salt and pepper. Use a little milk, if necessary, to bind the mixture, but do not make it wet. Form into balls. Make a hole in each, drop in a small spoonful of pickle and close in the hole. Roll in the breadcrumbs, place on a greased baking sheet, and cover with a margarine paper. Bake in a really hot oven for 15-20 minutes. Serve piping hot with good gravy.

SOME HINTS FOR CHILDREN'S PARTY FOOD, PLEASE?

Chocolate squares are popular.
Melt 3oz margarine with two tablespoonfuls of syrup in a saucepan, mix in ½ lb rolled oats and a pinch of salt. Blend well, and put in a greased, shallow baking tin, flattening the mixture smoothly. Bake for half an hour to 40 minutes in a moderate oven. Take out, and whilst still hot, grate over it a tablet of chocolate. The chocolate will melt with the heat, and can be spread evenly with a knife. Cut into squares and lift out.

Amusing little figures, cut from short-crust or biscuit dough, go down well. Roll the dough about ¼ inch thick. "People" can be made by cutting small rounds for heads, larger for bodies, strips for arms and legs; pinch the various pieces of dough firmly together. Prick out eyes, noses, mouths, with currants. If you can draw a little or have a friend who can, make thin cardboard "patterns" of animals, lay them on the dough and cut round with a small sharp knife.

The United Nations International Children's Emergency Fund was created by the United Nations General Assembly at its first meeting in 1946.

An organisation called the United Nations Relief and Rehabilitation Administration (UNRRA) had been providing relief in Europe since 1943. However, its title came from the 1942 agreement not the newly formed United Nations, and it ceased its work at the end of 1946 as relations between the former allies, in particular America and Russia, deteriorated. Most of the aid was coming from the USA but it was going to the eastern countries which suffered most.

It is a condition of UNICEF's mandate that UNICEF is completely non-political. Assistance is given "on the basis of need, without discrimination because of race, creed, nationality, status or political belief".

In 1946, and as it has been doing ever since, UNICEF administered to children who had been on both sides of the firing line.

For three years UNICEF provided food supplements, particularly of milk, to 6 million children in 12 countries. UNICEF also helped certain countries to rebuild their dairy industries.

War had not only disrupted the production of food, it had destroyed hospitals and medical supplies. Tuberculosis was almost at epidemic level amongst children and adolescents. A campaign for mass testing and vaccination - the BCG - was conducted jointly with the Scandinavian Red Cross Societies in addition to helping countries rebuild their Health Services.

It wasn't only food and medical supplies that were needed. The children of Europe were dressed in rags and went barefoot. UNICEF organised cargoes of raw materials for the manufacture of clothing and shoes.

In 1950, with its work in Europe no longer needed, UNICEF was not wound-up as was originally intended. The needs of children in the developing countries of Africa, Asia and Latin America were becoming apparent. UNICEF's mandate was changed to programmes of long-term benefit to children in these countries.

As it had in Europe, UNICEF works with governments of developing countries in their efforts to protect their children and enable them to develop their full potential.

UNICEF depends entirely on voluntary contributions from governments, organisations and individuals, to finance its programmes.

UNICEF became simply the **United Nations Children's Fund** in 1953 but kept its acronym UNICEF.

UNICEF - THE UNITED NATIONS CHILDREN'S FUND

UNICEF was created in 1946 to bring food, clothes, shoes and medical care to millions of children in Europe from France to Russia, who were suffering from the effects of the Second World War. (1939-1945)

These Greek children are enjoying their daily allowance of bread and milk. (1947)

"UNICEF – Caring for children everywhere"

Find out what UNICEF is doing today

* Collect newspaper cuttings, and make notes of references on the radio and television, which mention the work of UNICEF. What kind of work is UNICEF doing today? Make a list of the countries in which UNICEF is working.

* Write to UNICEF-UK requesting further information about the work of the United Nations Children's Fund.

* Many people confuse UNICEF with other UN organisations. Give an assembly to the school and prepare material for a display explaining what UNICEF is, how it started, what it does and where it gets its money.

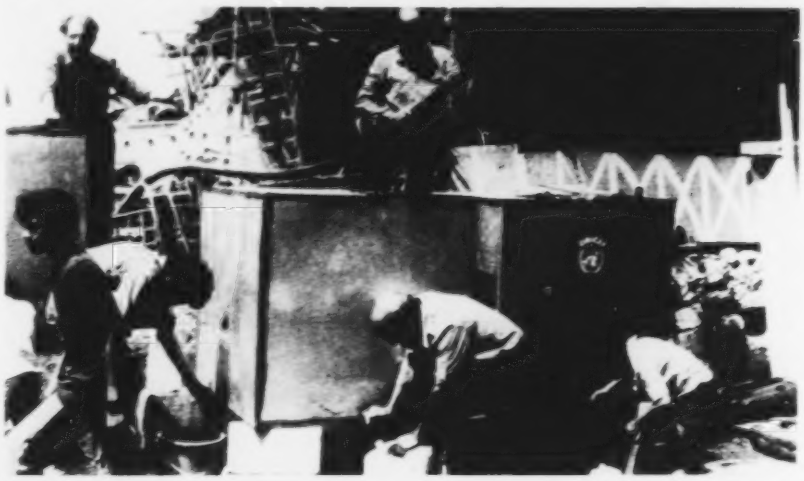
Where would be the best place to put your display?

UNICEF helps provide these pre-school children in a Colombian day-care centre with a nutritious midday meal.

97

LEBANON - A COUNTRY SUFFERING THE EFFECTS OF WAR

The people of Lebanon have suffered from the effects of conflict for 16 years. At last it seems as if a lasting peace settlement may come about, but, as in Iraq, following the Gulf War in 1991, children will continue to suffer from the effects of the breakdown of trade and supplies long after the fighting has finished.



After heavy fighting Beirut residents often had to be provided with safe water by UNICEF while the city's water system was repaired.

So what is life like in Beirut for an ordinary family? And what do they eat?

Samira and Naji have two children, Kamal age seven and Rula age three; soon they will be five at home as Samira is seven months pregnant.

They live in Borg, in the southern suburbs of Beirut where Naji is a well know plumber. He has become extremely busy during the last years of the war repairing people's water tanks and plumbing. The area has often been hit by bombs and machine gun fire which damaged the water and electricity supplies.

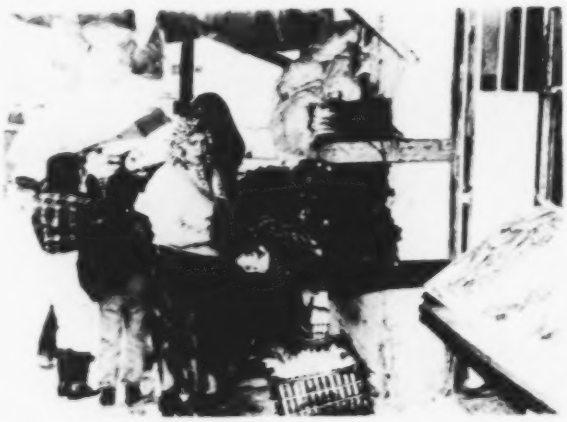
Naji is very happy that he has so much work as he badly needs the money. Working extra hours earns him the money he needs to buy luxuries, like a birthday cake for his son Kamal. The cake for 10 persons costs 10,000 Lebanese pounds: £4.00 sterling.

What do you have to drink at the party? Probably coke, pepsi, lemonade or ginger beer. In Beirut canned and bottled drinks are very expensive but oranges grow in Lebanon and are very cheap and also available in all the shops and on street stalls. There are several different kinds of orange and the ones for juice are cheaper. One kilo cost 300 Lebanese pounds and provides five cups of fresh orange juice.

Did you know that freshly squeezed orange juice loses its vitamin C content very quickly? Samira will only squeeze oranges for her guests as they arrive, not only is it a party drink but the vitamin C will help prevent colds.

Samira usually buys fruit at the small shop next door. Further down the street there is a bigger shop with a more colourful display and a wider variety of fruits and vegetables but they are also more expensive. Sometimes she will buy the fruits of the season from a passing cart, a charriot, where the fruit will be even cheaper than in the shops.

Every week Samira cannot afford to buy everything she needs, or maybe it isn't available. It's a long time since she's seen 'cornflakes' on the shelves. When her favourite brand goes up in price Samira will hunt around for a cheaper brand. This week she's looking for a new brand of powdered milk.



Milk is essential for breakfast. Only Kamal and Rula have milk and they have to take it without any chocolate or strawberry flavouring as these items have become too expensive.

Breakfast

The typical breakfast menu is a sandwich of 'labneh' or 'mankoucheh'. Labneh is strained yoghurt which people used to make themselves but which is now available in shops. Labneh is spread over Lebanese bread which is flat, thin and round. A drop of oil is placed on the bread then it is rolled into a thick, long stick

A richer sandwich of labneh will include a few leaves of mint and green or black olives which are grown on the Lebanese hills.

Mankouchek is Lebanon's most popular take-away sandwich, It is sold in all bakeries in the morning, it is Lebanon's national pizza. It is a flat bread covered with thyme, sesame grains and summac, which gives the most appetizing smell when coming out from the oven. It is very popular and not expensive at 500 Lebanese pounds: less than 10p.

Lunch

For lunch Samira relies on her supply of grains: chick peas, haricots, lentils and beans. She can prepare them in a variety of ways. She can boil them and they can be eaten with garlic, lemon juice and a bit of oil, otherwise they would be cooked with oil, tomatoes and

onion. If the budget allows Samira will add some pieces of meat and serve them with rice. Bread is always on the table, especially when there is no rice.

Dinner

For dinner Samira will make vegetable or chicken soup and some rice.

Food Aid

When times are particularly difficult and food supplies short, imported food aid provides them with milk powder, oil, lentils, chick peas, macaroni, rice, sugar, tinned tuna fish and sardines, and jam.

Some families are also happy to receive wheat flour with which they make their own bread. Lebanese bread is dough rolled into a flat, round loaf which can either be cooked in an oven or on top of the oven on a hot plate.

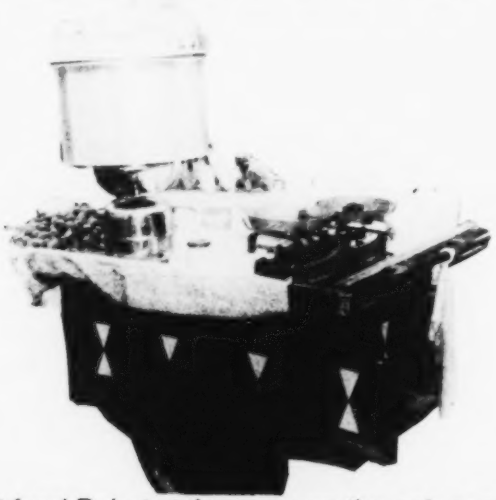
Milk is the most needed item and is always high in demand. Few supplies of fresh milk come into Beirut and powdered milk is essential for the health and development of babies and young children.

Mothers have to make sure the milk powder is diluted in clean water and many families do not have a supply of clean drinking water because the conflict has destroyed the pipes and pumping stations. Some families boil the water, others put the glass bottles of water in the sun for 24 hours as this will kill a lot of the bacteria.

Water is especially unclean when it rains heavily. Water supplies get polluted because sewage seeps into the pipes and infects the drinking water. During the years of conflict UNICEF has provided supplies of clean water to people whose water supply has been damaged by bombing, or provided chlorine to kill the bacteria in the water supply.

At the end of every month Naji and Samira calculate their expenditure:
40% of their income has been spent for daily food.
25% for school
20% for electricity and fuel
4% for clothes
6% for medical needs.
The remaining 5% must cater for the rent and all other unexpected items.

If Naji wants to buy something extra for his family, like Kamal's birthday cake, then he must work extra hours.



Fast food Beirut style - corn on the cob cooked on a chariot.

Resources

Books - for teachers

Fact sheets Nos.
10 Agribusiness
11 Cash Crops
Third World First
232 Cowley Road,
Oxford. OX4 1UH.
Tel: 0865 245678.

The Great Hunger - A History of the Irish Famine.
Cecil Woodham-Smith
Pub. Hamish Hamilton.
ISBN 0241 114101

The Hunger Crop - Poverty & The Sugar Industry. Belinda Coote,
Oxfam,
274 Banbury Road,
Oxford OX2 7DZ.
Tel: 0865 56777.

Politics of Food
A briefing paper to help teachers prepare a unit on the politics of food for issue 8B of the Revised Hiigher Modern Studies.
1991
Scottish DEC
Old Playhouse Close
Moray House College
Holyrood Road
Edinburgh EH8 8HQ
Tel: 031 557 3810

Sainsbury's
Living Today - free booklets from any Sainsbury's
1. Your food and health
2. Understanding food labels
6. Facts about food additives.

Whose Paradise?
Tea & the plantation Tamils of Sri Lanka.
Stella Hillier & Lynne Gerlach
Pub. Minority Rights Group
379 Brixton Road
London SW9 7DE
Tel: 071 978 9498

Books - for young readers.

Focus on Resources Series:
tea (ISBN 0 -85078 5499), coffee, sugar etc.
Pub. Wayland.

Good Food
Child-to-Child Readers - written for African primary school children.
Pub. Longman
ISBN 0 -582 - 89508 -1

The Little Cooks
Recipes from around the world
UNICEF UK,
Unit 1 Rignals Lane
Chelmsford
Essex. CM2 8TU
Tel: 0245 76315

Teaching Aids

Balances
Save the Children Fund
17 Grove Lane
London SE5 8RD
Tel: 071 703 5400

The Home Front
Documents Relating to life in Britain 1939-1945
Imperial War Museum
Lambeth Road,
London SE1 6HZ.

Food Matters
Development Education Centre
Gillett Centre
Selly Oak Colleges
Bristol Road,
Birmingham. B29 6LE.
Tel: 021 472 3255.

Hunger - the myths,the causes.
PCET (Pictorial Charts Educational Trust)
27, Kirchen Road
London W13 0UD
Tel: 081 567 9206

Junior Projects No. 58 Food
Scholastic Publications Ltd
Villiers House
Clarendon Avenue
Lymington Spa
Warwickshire CV32 5PR.

It's Not Fair — a book of simulation exercises.
The World Feast Game
We ask why they are Hungry.
All by:
Christian Aid
PO Box 100,
London SE1 7RT.
Tel: 071 620 4444

Food for Thought (booklet to help teachers plan a topic on food)
Go Bananas (photoset and activities)
Sowing and Harvesting (game 7-13)
The World in a Supermarket Bag
Where our food comes from (poster pack)
Why are people hungry? (pupil book)
All by:
Oxfam,
274 Banbury Road,
Oxford, OX2 7DZ.
Tel: 0865 311311

Sweet or Sour - a study of Tate & Lyle and its activities
in Jamaica and Britain.
Association for Curriculum Development.
P 0 Box 563
London N16 8XD.

Teaching Development Issues - Food (Section 3). Development Education Project
c/o Manchester Polytechnic
801 Wilmslow Road,
Manchester. M20 8RG
Tel: 061445 2495.

Whose Gold? - Geest and the Banana Trade
Latin America Bureau
1 Amwell Street,
London EC1 R 1 UL.
Tel: 071 278 2829

Third World Science
Resource Material for Science Teachers
Centre for World Development Education
1 Catton Street
London WC1R 4AB

Audio-Visual Aids

Anadia from Sudan - set of 30 slides and information. UNICEF UK,
55, Lincoln's Inn Fields,
London, WC2A 3NB.
Tel: 071 405 5592.

Banana Split - filmstrip about banana production in the Dominican Republic (30 mins).
Comes complete with note and discussion questions.
Hire from Christian Aid,
P 0 Box No.1,
London, SW9 8BH
Tel: 071 620 4444

Organisations

Coronary Prevention Unit
102 Gloucester Place
London W1H 3BA
Tel: 071 935 2099

Dairy Produce Advisory Service
Milk Marketing Board
Thames Ditton,
Surrey KT7 OEL.
Tel: 081 398 4101

Fresh Fruit & Vegetable Information Bureau
Bury House,
126/128 Cromwell Road,
London SW7 4ET.
Have a free educational pack with beautiful full colour poster of fruit and vegetables. Send A4 s.a.e.

Health Education Authority
Hamilton House
Mabledon Place
London WC1H 9TX
Tel: 071 631 0930

'We are what we eat' & the National Curriculum

UNIT/ ACTIVITY	English	Geography	Maths	Science	Technology	Cross-curricular theme, Health; food and nutrition
UNIT A sorting food A1, 2 & 3	AT1 levels 1, 2, 3, 4	AT5 level 1	AT12 level 1	AT3 levels 1, 2, 3	AT1 levels 2 & 3	KS 1 KS2
UNIT B The Senses B1, 2 & 3	AT1 level 4 AT3 levels 3, 4		AT8 level 1	AT1 level 1		
UNIT C Surveys C1 & 2 (& E10)	AT3 levels 4 & 5		AT12 levels 1, 2, 3, 4, 5, 6,		AT1 levels 2a, 5a, 7b	KS 1, 2, 3 & 4
UNIT D Factors affecting food choice D1, 2, 3, 4, 5 & 6	AT1 levels 2, 3, 4, 5, 6 AT3 levels 4 & 5 AT2 level 7	AT2 level 4 AT3 level 3	AT12 levels 2, 3, 4, 5, 6		AT1 levels 2a, b, c, 4c, 5, 6b, 7b	KS 1, KS4
UNIT E messages about Healthy Eating E1, 2, 3, 4, 5, 6, 7, 8 & 9	AT1 levels 4, 5, 6		AT13 level 5		AT1 levels 2 & 5a AT4 level 4d	KS 1, 2 3 & 4
UNIT F Growing Food F1 & 2	AT1 levels 1, 2, 3, 4, 5, 6, 7, 8	AT2 level 2 AT4 levels 3 & 4 AT5 levels 2, 3, 5, 6, 7, 8		AT2 levels 2 & 3 AT1 level 5	AT1 level 4f	KS 1, 2, 3 & 4
UNIT G Food Inter-dependence G1, 2, 3, 4, 5, 6, 7, 8 & 9	AT1 levels 4, 5, 6, 7, 8	AT2 levels 2, 5, 7g, 8e AT4 level 3c			AT1 level 3	*Economic awareness KS1, 2, 3, & 4*
UNIT H Food, diet, money H1, 2, 3, 4, 5, 6, 7, 8	AT1 levels 2, 3, 4, 5, 6	AT2 level 4 AT5 levels 2, 3, 5, 6	AT2 levels 3 & 4 AT3 levels 2 & 4 AT8 level 2		AT1 level 6a AT4 level 4d	KS 1, 2, 3 & 4
UNIT I Food & War I1, 2, 3, 4, 5, 6, 7, & 8		AT4 level 4 AT5 level8			AT4 level 4d	
	This Unit could be used as part of KS3, History CSU5					

103

Produced by UNICEF-UK, 55 Lincoln's Inn Fields, London WC2A 3NB
ISBN 1 871440 00 9